



## Music Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Values</b> <b>Year A</b> <b>Year B</b>	Compassion Generosity	Thankfulness Perseverance	Forgiveness Trust	Truthfulness Respect	Service Friendship	Justice Courage
Nursery	<p><b>Expressive Arts and Design Exploring and using media and materials 40-60 months</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs</li> <li>• Explores the different sounds of instruments</li> </ul> <p><b>Nursery Rhymes Learnt in Nursery:</b> Twinkle Twinkle, Baa Baa Black Sheep, Row Row Row your Boat, Wind the Bobbin Up, Head, Shoulders, Knees and Toes, Zoom, Zoom, Zoom, 5 Little Ducks, 5 Little Elephants, 5 Little Men in a flying saucer, 2 Little Dickie Birds, Yellow Bird, Incy Wincy Spider, 1,2,3,4,5 Once I caught a Fish Alive, Humpty Dumpty, Jack and Jill</p> <p><b>Key Vocabulary:</b> Sing, Sounds, Loud, Quiet, Slow, Fast</p> <p><b>Enrichments Opportunities:</b> Christmas Nativity Performance</p>					
Reception	<p><b>Expressive Arts and Design (ELG Being Imaginative and Expressive)</b> - Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. They represent their own ideas, thoughts and feelings through music</p> <p><b>Nursery Rhymes Learnt in Reception:</b> Sing a Sing a Sixpence, Sausages in a Pan, 10 Green Bottles, Alice the Camel, Hickery, Dickery Dock, A Worm at the Bottom of the Garden, Frere Jacques, 1,2 Buckle my Shoe, Tommy Thumb</p> <p><b>Key Vocabulary:</b> Beat, Chant, Follow, High, Instrument, Low, Repeat, Rhythm</p> <p><b>Enrichments Opportunities:</b> Christmas Nativity Performance</p>					

**Learning, Loving, Living in God's Family**

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# St Nicholas C of E (VA) Primary School and Nursery

KS1 National Curriculum Expectation	<b>Key Stage 1 Pupils should be taught to:</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>					
<b>Year 1</b>	<b>Hey You (Old School Hip Hop)</b>  <b>Unit Theme:</b> How pulse, rhythm and pitch work together.	<b>Christmas Play</b>  <b>Unit Theme:</b> Festive music	<b>In the Groove (Blues, Latin, Folk, Funk)</b> <b>Unit Theme:</b> How to be in the groove with different styles of music.	<b>Round and Round (Bossa Nova)</b> <b>Unit Theme:</b> Pulse, rhythm and pitch in different styles of music.	<b>Your Imagination (Pop)</b>  <b>Unit Theme:</b> Using your imagination.	<b>Reflect, Rewind &amp; Replay (Classical)</b> <b>Unit Theme:</b> The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ To know 5 songs by heart and sing them in unison.</li> <li>▪ To know what the songs are about.</li> <li>▪ To know and recognise the sound and names the instruments they are playing</li> <li>▪ To know that improvising means making up a tune on the spot.</li> <li>▪ To know that composing is like writing a story with music</li> </ul>			<b>Skills:</b> <ul style="list-style-type: none"> <li>▪ To move to music (dancing, marching, being animals etc)</li> <li>▪ Find the pulse</li> <li>▪ Listen to the rhythm and clap back</li> <li>▪ Singing notes of different pitches (high and low)</li> <li>▪ Start and stop singing when following a leader</li> <li>▪ Treat instruments carefully and with respect</li> <li>▪ Play a tuned instrumental part with the song they perform</li> <li>▪ Improvise (using voices and instruments)</li> <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>▪ Choose a song they have learnt from the Scheme and perform it (add their ideas to the performance)</li> <li>▪ Record the performance and say how they felt about it.</li> </ul>			
<b>Key Vocabulary in Year 1:</b> (as EYFS plus) beat, beater, cymbal, drum, high (sound), improvise, listen, loud, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice						

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<b>Year 2</b>	<b>Hands, Feet, Heart</b> (Afropop, South African)  <b>Unit Theme:</b> South African Music	<b>Christmas play</b>  <b>Unit Theme:</b> Festive Music	<b>I Wanna Play in a Band</b> (Rock) <b>Unit Theme:</b> Playing together in a band	<b>Zootime (Reggae)</b>  <b>Unit Theme:</b> Reggae and animals	<b>Friendship Song (Pop)</b>  <b>Unit Theme:</b> A song about being friends	<b>Reflect, Rewind &amp; Replay</b> (Classical) <b>Unit Theme:</b> The history of music, look back and consolidate your learning
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ To know five songs by heart.</li> <li>▪ To know some songs have a chorus or a response/answer part.</li> <li>▪ To know that songs have a musical style</li> <li>▪ To know that music has a steady pulse, like a heartbeat</li> <li>▪ To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>▪ Rhythms are different from the steady pulse.</li> <li>▪ We add high and low sounds, pitch, when we sing and play our instruments</li> <li>▪ To know that unison is everyone singing at the same time.</li> <li>▪ Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>▪ To know why we need to warm up our voices.</li> <li>▪ Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>▪ Know the names of untuned percussion instruments played in class.</li> <li>▪ Improvisation is making up your own tunes on the spot.</li> <li>▪ Everyone can improvise, and you can use one or two notes.</li> <li>▪ Composing is like writing a story with music</li> <li>▪ A performance is sharing music with an audience.</li> </ul>			<b>Skills:</b> <ul style="list-style-type: none"> <li>▪ To move to music (dancing, marching, being animals etc)</li> <li>▪ Find the pulse</li> <li>▪ Listen to the rhythm and clap back</li> <li>▪ Create rhythms for others to follow</li> <li>▪ Singing notes of different pitches (high and low).</li> <li>▪ Make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>▪ Find a comfortable singing position.</li> <li>▪ Start and stop singing when following a leader</li> <li>▪ Treat instruments carefully and with respect.</li> <li>▪ Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>▪ Play the part in time with the steady pulse.</li> <li>▪ Improvise (using voices and instruments).</li> <li>▪ Help create three simple melodies with the Units using one, three or five different notes.</li> <li>▪ Learn how the notes of the composition can be written down and changed if necessary.</li> <li>▪ Choose a song they have learnt from the Scheme and perform it (add their ideas to the performance)</li> <li>▪ Record the performance and say how they felt about it.</li> </ul>			
<b>Key Vocabulary in Year 2:</b> (as Year 1 plus) accompany, body, percussion, chorus, chime bar, chord, claves, compose, duration, phrase, pitch, rhythm, performance, pulse						
<b>KS1 Enrichment opportunities</b> Weekly Singing Worship Harvest Festival Service at the Church- All children to sing and perform Harvest Festival Songs Christmas Nativity Performances						

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	Christingle service		
KS2 National Curriculum Expectation	<p>In KS2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</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>• 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>• use and understand staff and other musical notations</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> <li>• develop an understanding of the history of music.</li> </ul>		
Year 3	<b>Let Your Spirit Fly (RnB)</b> <b>Unit Theme: RnB</b>  <b>Violins</b>	<b>Three Little Birds (Reggae)</b> <b>Unit Theme:</b> Reggae and animals  <b>Violins</b>	<b>Bringing Us Together (disco)</b> <b>Unit Theme:</b> Friendship and Unity  <b>Violins</b>
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ To know five songs from memory and who sang them or wrote them.</li> <li>▪ To know the style of the five songs.</li> <li>▪ To choose one song and be able to talk about: 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.</li> <li>▪ Know how to find and demonstrate the pulse.</li> <li>▪ Know the difference between pulse and rhythm.</li> <li>▪ Know how pulse, rhythm and pitch work together to create a song.</li> <li>▪ Know that every piece of music has a pulse/steady beat.</li> <li>▪ Know the difference between a musical question and an answer.</li> <li>▪ Singing in a group can be called a choir</li> <li>▪ Leader or conductor is the person who the choir or group follow</li> <li>▪ Songs can make you feel different things e.g. happy, energetic or sad</li> <li>▪ To know why you must warm up your voice</li> </ul>		<b>Skills:</b> <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>▪ To sing in unison and in simple two-parts.</li> <li>▪ To demonstrate a good singing posture.</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 of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>▪ To rehearse and perform their part within the context of the Unit song.</li> <li>▪ To listen to and follow musical instructions from a leader.</li> <li>▪ Improvise using instruments in the context of the song they are learning to perform.</li> </ul>

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<ul style="list-style-type: none"> <li>To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</li> <li>To know and be able to talk about improvisation:</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that a composition is 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.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>Performing is sharing music with other people, an audience</li> <li>A performance can be a special occasion and involve an audience including people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>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.</li> <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 record the performance and say how they were feeling, what they were pleased with, what they would change and why.</li> </ul>			
<p><b>Key Vocabulary Year 3:</b> (as Year 2 plus) names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, dynamics, glockenspiel, lyrics, melody, orchestra, ostinato, round, scale, structure, unison, woodblock, xylophone</p>				
<p>Year 4</p> <p><b>Mamma Mia</b> (Pop)</p> <p><b>Unit Theme:</b> Abba's Music</p>	<p><b>Glockenspiel Stage 1</b> (mixed styles)</p> <p><b>Unit Theme:</b> Exploring and developing playing skills using the glockenspiel</p>	<p><b>Stop!</b> (Grime)</p> <p><b>Unit Theme:</b> Writing lyrics linked to a theme</p>	<p><b>Lean On Me</b> (Gospel)</p> <p><b>Unit Theme:</b> Soul/Gospel music and helping one another</p>	<p><b>Blackbird</b> (The Beatles/Pop)</p> <p><b>Unit Theme:</b> The Beatles, equality and civil rights</p>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about some of the style indicators of that song (musical characteristics that give the song its style), the lyrics, what the song is about and any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>To identify the main sections of the song (introduction, verse, chorus etc) and name some of the instruments they heard in the song.</li> <li>Know and be able to talk about:</li> <li>How pulse, rhythm and pitch work together.</li> </ul>		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul>		

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| <ul style="list-style-type: none"> <li>▪ To know and be able to talk about aspects of singing: choir, conductor, warm-up.</li> <li>▪ To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone) and other instruments they might play or be played in a band or orchestra or by their friends.</li> <li>▪ To know and be able to talk about improvisation</li> <li>▪ To know that you can use some of the riffs you have heard in the challenges in your improvisations.</li> <li>▪ To know and be able to talk about a composition: music that is created by you and kept in some way and different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>▪ Performing is sharing music with other people, an audience</li> <li>▪ A performance can be a special occasion and involve an audience including people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music.</li> </ul> | <ul style="list-style-type: none"> <li>▪ To treat instruments carefully and with respect.</li> <li>▪ Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>▪ To rehearse and perform their part within the context of the Unit song.</li> <li>▪ To listen to and follow musical instructions from a leader.</li> <li>▪ To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>▪ Improvise using instruments in the context of a song they are learning to perform.</li> <li>▪ Help create at least one simple melody using one, three or all five different notes.</li> <li>▪ Plan and create a section of music that can be performed within the context of the unit song.</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. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>▪ To choose what to perform and create a programme.</li> <li>▪ Present a musical performance designed to capture the audience.</li> <li>▪ To communicate the meaning of the words and clearly articulate them.</li> <li>▪ To talk about the best place to be when performing and how to stand or sit.</li> <li>▪ To record the performance and say how they were feeling, what they were pleased with, what they would change and why.</li> </ul> |
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**Key Vocabulary Year 4:** (as Year 3 plus) harmony, improvise, leaping (large interval between two notes), pulse, recorder, score, tuned percussion, untuned percussion, volume

Year 5	<p><b>Livin' on a Prayer</b> (Rock)</p> <p><b>Unit Theme:</b> Rock Anthems</p>	<p><b>Glockenspiel Stage 1</b> (mixed styles)</p> <p><b>Unit Theme:</b> Exploring and developing playing skills using the glockenspiel</p>	<p><b>Make You Feel My Love</b> (POP ballads)</p> <p><b>Unit Theme:</b> Pop Ballads</p>	<p><b>The Fresh Prince of Bel-Air</b> (Old-School Hip Hop)</p> <p><b>Unit Theme:</b> Old-School Hip Hop</p>	<p><b>Dancing in the Street</b> (Motown)</p> <p><b>Unit Theme:</b> Motown</p>
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## Knowledge:

### To know and talk about:

- Five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- The style of the five songs and to name other songs from the Units in those styles.
- To know about the style of the songs so you can represent the feeling and context to your audience
- The main features and textures in singing.
- Staff notations, notes on a treble stave.
- Improvisation
- Composition
- Instruments used in bands
- To choose two or three other songs and be able to talk about: style indicators in songs, lyrics, musical dimensions, sections of a song, and instruments.

## Skills:

- 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.
- When you talk, try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.
- 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'
- 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.
- Improvise using instruments in the context of a song to be performed.
- 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 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.

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			<ul style="list-style-type: none"> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	
	<b>Key Vocabulary Year 5:</b> (as Year 4 plus) accent, bass, notation, texture, timbre, texture			
Year 6	<b>Happy</b> (Pop/Neo Soul)  <b>Unit Theme:</b> Being Happy!	<b>Classroom Jazz 1</b> (Jazz)  <b>Unit Theme:</b> Jazz, Improvisation, and composition	<b>You’ve Got a Friend</b> (70’s Ballad/pop)  <b>Unit Theme:</b> The music of Carole King	<b>Year 6 End of Year performance</b>
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose three or four other songs and be able to talk about the style indicators of the songs.</li> </ul> <b>Know and be able to talk about:</b> <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To</li> </ul> </li> </ul>		<b>Skills:</b> <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> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To 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> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>	





	<p>know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice</p> <ul style="list-style-type: none"> <li>▪ To know and be able to talk about:</li> <li>▪ Different ways of writing music down – e.g. staff notation, symbols</li> <li>▪ The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>▪ The instruments in an orchestra</li> <li>▪ To know and be able to talk about improvisation:</li> <li>▪ Improvisation is making up your own tunes on the spot</li> <li>▪ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>▪ To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>▪ To know three well-known improvising musicians</li> <li>▪ A composition: music that is created by you and kept in some way. It's like writing a story.</li> <li>▪ Notation: recognise the connection between sound and symbol</li> <li>▪ To know that performing is sharing music with an audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>▪ To rehearse and perform their part within the context of the Unit song.</li> <li>▪ To listen to and follow musical instructions from a leader.</li> <li>▪ To lead a rehearsal session.</li> <li>▪ Improvise using instruments in the context of a song to be performed</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> <li>▪ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>▪ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>▪ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>▪ To choose what to perform and create a programme.</li> <li>▪ To communicate the meaning of the words and clearly articulate them.</li> <li>▪ To talk about the venue and how to use it to best effect.</li> <li>▪ To record the performance and compare it to a previous performance.</li> <li>▪ To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
<p><b><u>KS2 Enrichment opportunities</u></b>          Weekly Singing Worship          Harvest Festival Service at the Church- All children to sing and perform Harvest Festival Songs          KS2- Christmas Carol Service at the Church          Christingle service          Year 3 First Access group violin lessons and Performance to parents and school          Year 4,5, 6 individual Violin lessons          School Choir – Perform in Church at special worships and a performance at the School Christmas Fayre. The School Choir also performs at Gordon Craig Theatre’s Stevenage Festival          Year 6 – End of Year Church Service          Year 6 - Eend of year musical performance to parents and the school,</p>		