



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> Everyone!</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Musical learning focus -</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music.</li> <li>• Embedding foundations of the interrelated dimensions of music.</li> <li>• Learning to sing or sing along with nursery rhymes and action songs.</li> <li>• Improvising leading to playing classroom instruments.</li> <li>• Singing and learning to play instruments within a song.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>Big Question:</b> My Stories.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Musical learning focus -</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music.</li> <li>• Embedding foundations of the interrelated dimensions of music.</li> <li>• Learning to sing or sing along with nursery rhymes and action songs.</li> <li>• Improvising leading to playing classroom instruments.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>Big Question:</b> Everyone!</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Musical learning focus -</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music.</li> <li>• Embedding foundations of the interrelated dimensions of music.</li> <li>• Learning to sing or sing along with nursery rhymes and action songs.</li> <li>• Improvising leading to playing classroom instruments.</li> <li>• Singing and learning to play instruments within a song.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>Big Question:</b> Our World.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Musical learning focus -</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music.</li> <li>• Embedding foundations of the interrelated dimensions of music.</li> <li>• Learning to sing or sing along with nursery rhymes and action songs.</li> <li>• Improvising leading to playing classroom instruments.</li> <li>• Singing and learning to play instruments within a song.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>Big Question:</b> Big Bear Funk.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Musical learning focus -</p> <ul style="list-style-type: none"> <li>• Listening and appraising Funk music</li> <li>• Embedding foundations of the interrelated dimensions of music using voices and instruments.</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs.</li> <li>• Playing instruments within the song.</li> <li>• Improvisation using voices and instruments.</li> <li>• Riff-based composition.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>Big Question:</b> Reflect, Rewind and Replay.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Musical learning focus -</p> <ul style="list-style-type: none"> <li>• Listen and appraise.</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</li> <li>• Sing and revisit nursery rhymes and action songs.</li> <li>• Play instruments within the song.</li> <li>• Improvisation using voices and instruments.</li> <li>• Riff-based composition.</li> <li>• Share and perform the learning that has taken place.</li> </ul>	<p><b>By the end of EYFS children should be able to...</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Remember and sing entire songs including nursery rhymes.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Clap or tap to the pulse of songs or music.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Encourage children to create their own music.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Watch and talk about dance/ performance art e.g. panto, play.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> How Can We Make Friends When We Sing Together? - Introducing Beat.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Tell Stories about the Past? - Adding Rhythm and Pitch.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Make the World a Better Place? - Introducing Tempo and Dynamics.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Help Us to Understand Our Neighbours? - Combining Pulse, Rhythm and Pitch.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> Which Songs Can We Sing to Help Us through the Day? - Having Fun with Improvisation.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Teach Us About Looking After Our Planet? - Explore Sound and Create a Story.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>By the end of Year 1 children should be able to...</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>To know songs by heart and what they are about.</li> <li>Start to identify instruments used and to learn their names.</li> <li>Start to find and internalise the pulse using movement.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Start using basic musical language - see attached sheet.</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Copy rhythms and create their own for others to copy.</li> <li>Describe feelings towards music.</li> <li>Begin to understand the importance of working together as part of a group when singing.</li> <li>To sing 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>To play an instrument using simple notes- and treat it with respect.</li> <li>Play a tuned instrumental part with the song they perform. Choose a song they have learnt and perform it.</li> </ul>



# CURRICULUM DEVELOPMENT

# MUSIC YEAR 2



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> How Does Music Help Us to Make Friends? - Exploring Simple Patterns.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Tell Us about the Past? - Focus on Dynamics and Tempo.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Make the World a Better Place? - Exploring Feelings Through Music.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Teach Us about Our Neighbourhood? -Inventing a Musical Story.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Make Us Happy? - Music that Makes You Dance.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Teach Us About Looking After Our Planet? - Exploring Improvisation.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>By the end of Year 2 children should be able to...</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>• Start to recognise different styles of music and the instruments used.</li> <li>• Begin to understand that pulse is like a heartbeat and rhythms are different to the steady pulse.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• Understand why we warm up our voices.</li> <li>• To extend vocabulary.</li> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• To play an instrument and begin to recognise that music has a language e.g. notation.</li> <li>• Make up simple improvisations on their own.</li> <li>• Help create three simple melodies with the units using one, three or five different notes.</li> <li>• Perform a song that they have learnt and say how they were feeling about it.</li> </ul>



# CURRICULUM DEVELOPMENT

# MUSIC YEAR 3



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> How Does Music Bring Us Closer Together? - Developing Notation Skills.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> Which Stories Does Music Tell Us about the Past? -Enjoying Improvisation.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Make the World a Better Place? -Composing Using Your Imagination.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Help Us Get to Know Our Community? -Sharing Musical Experiences.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Make a Difference to Us Every Day? - Learning More about Musical Styles.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Connect Us with Our Planet? - Recognising Different Sounds.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>By the end of Year 3 children should be able to...</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>Listen with increasing concentration to a variety of music from all over the world and learn about the different instruments used.</li> <li>Confidently identify and move to the pulse.</li> <li>Know how pulse, rhythm and pitch work together to create a song.</li> <li>Extend vocabulary - see attached sheet.</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Develop singing solo/unison and in two parts and to have an awareness of the pulse internally when singing.</li> <li>Play an instrument (including the glockenspiel and violin) and experience playing together as a group.</li> <li>Improvise using instruments in the context of the song they are learning to perform.</li> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>To know that performing is sharing music with others - an audience.</li> </ul>



# CURRICULUM DEVELOPMENT

# MUSIC YEAR 4



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> How Does Music Bring Us Together? - Interesting Time Signatures.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Connect Us with Our Past? - Combining Elements to Make Music.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Improve Our World? -Developing Pulse and Groove Through Improvisation.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Teach Us about Our Community? - Creating Simple Melodies Together.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Shape Our Way of Life? -Connecting Notes and Feelings.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Connect Us with the Environment? - Purpose, Identity and Expression in Music.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>By the end of Year 4 children should be able to...</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>Listen with increasing concentration to a variety of music from all over the world and learn about the different instruments used.</li> <li>Confidently identify and move to the pulse.</li> <li>Know how pulse, rhythm and pitch work together to create a song.</li> <li>Extend vocabulary - see attached sheet.</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Develop singing solo/unison and in two parts and to have an awareness of the pulse internally when singing.</li> <li>Play an instrument (including the glockenspiel and violin) and experience playing together as a group.</li> <li>Improvise using instruments in the context of the song they are learning to perform.</li> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>To know that performing is sharing music with others - an audience.</li> </ul>



# CURRICULUM DEVELOPMENT

# MUSIC YEAR 5



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> How Does Music Bring Us Together? - Getting Started with Music Tech.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Connect Us with Our Past? - Emotions and Musical Styles.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Improve Our World? - Exploring Key and Time Signatures.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Teach Us about Our Community? - Introducing Chords.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Shape Our Way of Life? - Words, Meaning and Expression.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Connect Us with the Environment? - Identifying Important Musical Elements.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>By the end of Year 5 children should be able to...</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>• Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences and to think about their message.</li> <li>• Learn how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Know three well-known improvising musicians.</li> <li>• Extend vocabulary - see attached sheet.</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas.</li> <li>• Enjoy singing in a group and think about how the whole song fits together; to demonstrate a good singing posture.</li> <li>• Play an instrument (including the glockenspiel and violin) and play tunes and improvise.</li> <li>• Feel confident creating improvised melodies with their voice and instrument; to learn the notes C, D, E, F, G, A, B + C on the treble staff.</li> <li>• Perform to others and compare it to a previous performance and discuss "What went well?" and "It would have been even better if...?"</li> </ul>



# CURRICULUM DEVELOPMENT

# MUSIC YEAR 6



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> How Does Music Bring Us Together? - Developing Melodic Phrases.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Connect Us with Our Past? - Understanding Structure and Form.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Improve Our World? - Gaining Confidence Through Performance.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Teach Us about Our Community? - Exploring Notation Further.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Shape Our Way of Life? - Using Chords and Structure.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>Big Question:</b> How Does Music Connect Us with the Environment? - Respecting Each Other through Composition.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing, Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><b>By the end of Year 6 children should be able to...</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>Learn about the historical context of the songs. What else was going on at this time, musically and historically? To know and talk about that fact that we each have a musical identity.</li> <li>Understand and can explain that the pulse is the foundation upon which all other dimensions are built; to be able to recognise when people are out of time.</li> <li>Know and confidently sing songs and their parts from memory and sing them with a strong internal pulse.</li> <li>Know about the style of the songs so you can represent the feeling and context to your audience.</li> <li>Know and be able to talk about: 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 - extend on Year 5 knowledge</li> <li>Extend vocabulary.</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Play an instrument (including the glockenspiel and violin for more able pupils) and play solos.</li> <li>Experience rapping and solo singing.</li> <li>Feel more confident when improvising with more notes independently.</li> </ul>