



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
AGES 2-3	<p>Big Question: Introducing Instruments.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. 	<p>Big Question: Listen Instruments.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. 	<p>Big Question: Choosing Instruments.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Enjoy and take part in action songs. Explore a range of sound-makers and instruments and play them in different ways. 	<p>Big Question: Introducing Sway.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. 	<p>Big Question: Introducing March.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Enjoy and take part in action songs. Explore sounds using classroom instruments. Respond to sounds and songs expressing their thoughts and feelings. 	<p>Big Question: Introducing Loud and Quiet.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Enjoy and take part in action songs. Express feelings using classroom instruments. 	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.
AGES 3-4	<p>Big Question: Listen?</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Learning to sing or sing along with nursery rhymes and action songs. Exploring classroom instruments. Share and perform the learning that has taken place. 	<p>Big Question: Listen.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Listening and responding to different styles of music. Exploring classroom instruments. 	<p>Big Question: Song Collections.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Learning to sing or sing along with nursery rhymes and action songs. Singing and learning to play instruments within a song. 	<p>Big Question: Song Collections.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Singing and learning to play instruments within a song. Share and perform the learning that has taken place. 	<p>Big Question: Musical Activities.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Improvising leading to playing classroom instruments. Singing and learning to play instruments within a song. 	<p>Big Question: Musical Activities.</p> <p>Overview of knowledge, understanding and skills (key concepts): Musical Learning focus:</p> <ul style="list-style-type: none"> Singing and learning to play instruments within a song. Listen and appraise. 	<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.



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



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How Can We Make Friends When We Sing Together? - Introducing Beat.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Tell Stories about the Past? - Adding Rhythm and Pitch.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Make the World a Better Place? - Introducing Tempo and Dynamics.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Help Us to Understand Our Neighbours? - Combining Pulse, Rhythm and Pitch.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: Which Songs Can We Sing to Help Us through the Day? - Having Fun with Improvisation.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Connect Us with The Environment? Explore Sound and Create a Story.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>By the end of Year 1 children should be able to...</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • To know songs by heart and what they are about. • Start to identify instruments used and to learn their names. • Start to find and internalise the pulse using movement. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Start using basic musical language - see attached sheet. <p>SKILLS</p> <ul style="list-style-type: none"> • Copy rhythms and create their own for others to copy. • Describe feelings towards music. • Begin to understand the importance of working together as part of a group when singing. • To sing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • To play an instrument using simple notes- and treat it with respect. • Play a tuned instrumental part with the song they perform. Choose a song they have learnt and perform it.



CURRICULUM DEVELOPMENT

MUSIC YEAR 2



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How Does Music Help Us to Make Friends? - Exploring Simple Patterns.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Tell Us about the Past? - Focus on Dynamics and Tempo.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Make the World a Better Place? - Exploring Feelings Through Music.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Teach Us about Our Neighbourhood? -Inventing a Musical Story.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music shape our way of life? Musical genres and rhythm.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music connect us with the environment? Improvisation.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>By the end of Year 2 children should be able to...</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Start to recognise different styles of music and the instruments used. • Begin to understand that pulse is like a heartbeat and rhythms are different to the steady pulse. • To know that unison is everyone singing at the same time. • Understand why we warm up our voices. • To extend vocabulary. • Learn the names of the notes in their instrumental part from memory or when written down. <p>SKILLS</p> <ul style="list-style-type: none"> • To play an instrument and begin to recognise that music has a language e.g. notation. • Make up simple improvisations on their own. • Help create three simple melodies with the units using one, three or five different notes. • Perform a song that they have learnt and say how they were feeling about it.



CURRICULUM DEVELOPMENT

MUSIC YEAR 3



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How Does Music Bring Us Closer Together? - Developing Notation Skills.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: Which Stories Does Music Tell Us about the Past? -Enjoying Improvisation.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Make the World a Better Place? -Composing Using Your Imagination.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music teach us about our neighbourhood? Listening and appraising.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music shape our way of life? Learning about musical styles.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music connect us with the environment? Timbre.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>By the end of Year 3 children should be able to...</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> Listen with increasing concentration to a variety of music from all over the world and learn about the different instruments used. Confidently identify and move to the pulse. Know how pulse, rhythm and pitch work together to create a song. Extend vocabulary - see attached sheet. <p>SKILLS</p> <ul style="list-style-type: none"> Develop singing solo/unison and in two parts and to have an awareness of the pulse internally when singing. Play an instrument (including the glockenspiel and violin) and experience playing together as a group. Improvise using instruments in the context of the song they are learning to perform. Help create at least one simple melody using one, three or five different notes. To know that performing is sharing music with others - an audience.



CURRICULUM DEVELOPMENT

MUSIC YEAR 4



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How Does Music Bring Us Together? - Interesting Time Signatures.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Connect Us with Our Past? - Combining Elements to Make Music.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Improve Our World? -Developing Pulse and Groove Through Improvisation.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music make the world a better place? Purpose, identity and expression.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Shape Our Way of Life? -Connecting Notes and Feelings.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music make the world a better place? Purpose, identity and expression.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>By the end of Year 4 children should be able to...</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> Listen with increasing concentration to a variety of music from all over the world and learn about the different instruments used. Confidently identify and move to the pulse. Know how pulse, rhythm and pitch work together to create a song. Extend vocabulary - see attached sheet. <p>SKILLS</p> <ul style="list-style-type: none"> Develop singing solo/unison and in two parts and to have an awareness of the pulse internally when singing. Play an instrument (including the glockenspiel and violin) and experience playing together as a group. Improvise using instruments in the context of the song they are learning to perform. Help create at least one simple melody using one, three or five different notes. To know that performing is sharing music with others - an audience.



CURRICULUM DEVELOPMENT

MUSIC YEAR 5



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How Does Music Bring Us Together? - Getting Started with Music Tech.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Connect Us with Our Past? - Emotions and Musical Styles.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Improve Our World? - Exploring Key and Time Signatures.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Teach Us about Our Community? - Introducing Chords.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Shape Our Way of Life? - Words, Meaning and Expression.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music make the world a better place? Identifying musical elements.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>By the end of Year 5 children should be able to...</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • 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. • Learn how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • Explain the keynote or home note and the structure of the melody. • Know three well-known improvising musicians. • Extend vocabulary - see attached sheet. <p>SKILLS</p> <ul style="list-style-type: none"> • Enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas. • Enjoy singing in a group and think about how the whole song fits together; to demonstrate a good singing posture. • Play an instrument (including the glockenspiel and violin) and play tunes and improvise. • 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. • Perform to others and compare it to a previous performance and discuss "What went well?" and "It would have been even better if...?"



CURRICULUM DEVELOPMENT

MUSIC YEAR 6



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How Does Music Bring Us Together? - Developing Melodic Phrases.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Connect Us with Our Past? - Understanding Structure and Form.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Improve Our World? - Gaining Confidence Through Performance.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Teach Us about Our Community? - Exploring Notation Further.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How Does Music Shape Our Way of Life? - Using Chords and Structure.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>Big Question: How does music make the world a better place? Respecting Each Other through Composition.</p> <p>Overview of knowledge, understanding and skills (key concepts): 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>By the end of Year 6 children should be able to...</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> 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. 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. Know and confidently sing songs and their parts from memory and sing them with a strong internal pulse. Know about the style of the songs so you can represent the feeling and context to your audience. 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 Extend vocabulary. <p>SKILLS</p> <ul style="list-style-type: none"> Play an instrument (including the glockenspiel and violin for more able pupils) and play solos. Experience rapping and solo singing. Feel more confident when improvising with more notes independently.