
	<b>Music</b>	
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### Instrumental progression:

Year R – sound exploration with untuned instruments  
 Year 1 – coordinated use of untuned instruments  
 Year 2 – simple use of untuned and tuned instruments; simple tuned instruments (glock keys)  
 Year 3 - Glockenspiel  
 Year 4 – Recorder  
 Year 5 – Clarinet  
 Year 6 – Djembe, continuers clarinet, glockenspiel

### Layering of knowledge and skills – progression

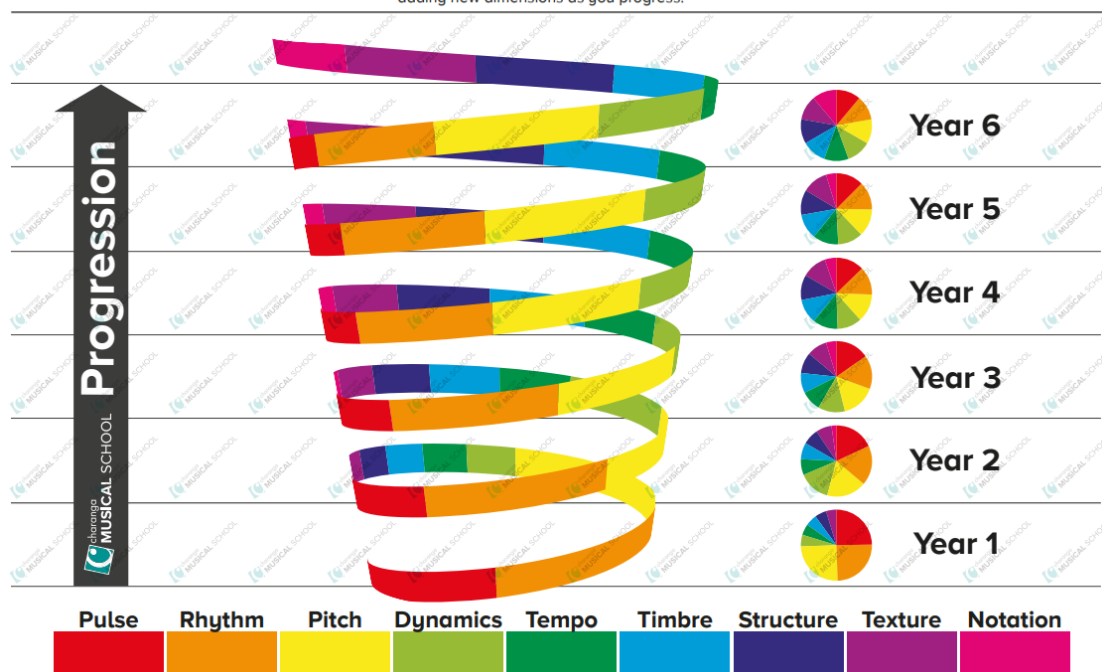
#### The Interrelated Dimensions of Music Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



### EYFS Framework 2021

<b>ELG</b> Being Imaginative and Expressive	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• <del>Invent, adapt and recount narratives and stories with peers and their teacher;</del></li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>
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### Early Years Progression of Knowledge and Skills

- I can **repeat** and **memorise** our lining up song.
- I can **repeat** a pattern of beats.
- I can **memorise** and **perform** well-known songs for my Christmas production.
- I can **identify** the beat of the music.
- I can **repeat** well-known nursery rhymes.
- I can **identify** the rhythm of the music.



- I can demonstrate a rhythm.
- I can discuss the melody of the music.

**Vocabulary:** *Music, song, melody, beat, rhythm, perform*

### KS 1 National Curriculum

- Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes  
 Mu1/1.2 play tuned and untuned instruments musically  
 Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music  
 Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

### KS 1 Ready to Progress Criteria

(‘Teaching a Broad and Balanced Curriculum for Educational Recovery’, June 2021)

#### At key stage 1:

- The music curriculum should maintain its focus on increasing pupils’ **accuracy, fluency** and **expression** through **singing** and **playing a range of instruments**.
- Singing **familiar songs** together, concentrating on **intonation, phrasing** and **clear diction**, and adding simple **rhythmic accompaniments** can help to build pupils’ confidence and quickly develop their **listening skills**.

### Year 1 Progression of Knowledge and Skills

Listen and appraise	1. Start to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.
Pulse rhythm and pitch	1. Begin to find and internalise the pulse on their own or with support. 2. Begin to demonstrate how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse 3. Clap the rhythm of your name, favourite food, favourite colour etc.
Singing and performance; group and ensemble	1. Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Start to consider that words mean something and how they work together with the music. 3. Sing with a good sense of the pulse internally and try to sing together with the group. 4. Stop and start as appropriate, begin to follow a leader/conductor.
Instrumental focus: untuned instruments	1. Begin to play a classroom instrument as part of a group/ensemble and as part of the focus song 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Learn to stop/start and respond to basic musical cues from the leader/conductor. 4. Learn how to treat your instrument with respect and how to play it correctly.
Improvisation and composition	1. Improvise using very simple patterns on your instrument and/or voice. 2. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 3. Start to perform your own rhythms and melodies with confidence and understanding in the group. 4. Start improvising using one or two notes. 5. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 6. Create compositions using one or two notes, increasing to three notes if appropriate. 7. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT



## Music: National Curriculum and Progression of Knowledge and Skills



<b>Composer/genre focus</b>	Reggae, Hip hop, Blues, Latin, Folk, Funk, Baroque, Bhangra, Film music, latin fusion, pop, musicals, Western classical music
<b>Key Vocabulary</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
<b>Year 2 Progression of Knowledge and Skills</b>	
<b>Listen and appraise</b>	<ol style="list-style-type: none"> <li>1. Have fun finding the pulse together and start to understand what pulse is/does/means etc.</li> <li>2. Start to use correct musical language during discussion and when describing feelings.</li> <li>3. They will begin to recognise the sound of the musical instruments used.</li> <li>4. The purpose of the song and context within history.</li> <li>5. Explain how music makes them feel.</li> <li>6. They will start to use correct musical language (pulse, tempo, and dynamics) and describe how the music makes them feel through safe and respectful discussion.</li> </ol>
<b>Pulse rhythm and pitch</b>	<ol style="list-style-type: none"> <li>1. Continue to learn to find and internalise the pulse on their own or with support.</li> <li>2. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time.</li> <li>3. Clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked.</li> <li>4. Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ol>
<b>Singing and performance; group and ensemble</b>	<ol style="list-style-type: none"> <li>1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone.</li> <li>2. Consider that words mean something and how they work together with the music.</li> <li>3. Sing with a good sense of the pulse internally and try to sing together and in time with the group.</li> <li>4. Stop and start as appropriate, begin to follow a leader/conductor.</li> </ol>
<b>Instrumental focus: untuned intruments and glockenspiel</b>	<ol style="list-style-type: none"> <li>1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning.</li> <li>2. Move between differentiated parts as required using a sound-before-symbol approach.</li> <li>3. Continue to respond to basic musical cues from the leader/conductor.</li> <li>4. Continue to treat your instrument with respect and how to play it correctly.</li> <li>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.</li> </ol>
<b>Improvisation and composition</b>	<ol style="list-style-type: none"> <li>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li> <li>3. Move beyond composing using one or two notes, increasing to three notes if appropriate.</li> <li>4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo).</li> <li>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.</li> </ol>
<b>Composer/genre focus</b>	The Beatles, ROCK, Motown, pop, soul, Western Classical music, musicals, South African music and



## Music: National Curriculum and Progression of Knowledge and Skills



	Freedom songs, Nelson Mandela as a famous and influential person in our lifetimes, Historical context of musical styles
<b>Key Vocabulary</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.



## KS2 National Curriculum

- Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music
- Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory
- Mu2/1.4 use and understand staff and other musical notations
- Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Mu2/1.6 develop an understanding of the history of music.

## KS 2 Ready to Progress Criteria

(‘Teaching a Broad and Balanced Curriculum for Educational Recovery’, June 2021)

### At key stages 2 and 3:

- The focus should be on the technical knowledge and skills that pupils have not been able to practise or develop sufficiently through performance or composition work when they have not been in school.
- More attention should be given to the extent to which pupils have missed the opportunity to develop their **instrumental and singing skills**, or their knowledge of **constructive elements** such as **scales, chords and musical forms**.
- Close consideration should be given to the order in which key components are taught or re-taught, so that these important skills can be rebuilt deliberately and incrementally. As schools reintroduce pupils to practical music-making, they should also focus on their **aural development**, which is important in rebuilding their **expressive knowledge and understanding of music**.

This includes:

- Providing effective feedback** on pupils’ musical responses or choices, showing them how to resolve their musical difficulties and **correcting inaccuracies**.
- Training pupils’ musical hearing to **appraise, shape and improve** their **performances and compositions**. When work during remote education focused on **theoretical knowledge** about music, schools should ensure that pupils are given every opportunity to secure that knowledge through **practical musical activity**. Equally, while many teachers have made creative use of technologies to create ensemble ‘performances’ during the restrictions, schools should plan how they can reintroduce in-person **ensemble activities**.

Well-organised ensemble activities can:

- Help pupils to develop **mature aural skills**
- Build their **confidence** and support their wellbeing
- Play an important part in re-building school communities, particularly when performances to an audience are permitted.
- Finally, schools should take every opportunity – both through and outside the school curriculum – to foster pupils’ re-engagement with a **wide range of music**.

## Year 3 Progression of Knowledge and Skills

Listen and appraise	<ol style="list-style-type: none"> <li>Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>More consistently use accurate musical language to describe and talk about music: getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/ understand and show how pulse, rhythm and pitch fit together.</li> </ol>
Pulse rhythm and	<ol style="list-style-type: none"> <li>Find and internalise the pulse on your own or with support but more confidently.</li> </ol>



## Music: National Curriculum and Progression of Knowledge and Skills



<b>pitch</b>	<ol style="list-style-type: none"> <li>2. Demonstrate how you find/feel the pulse, with ease.</li> <li>3. Demonstrate more confidently how pulse, rhythm and pitch work together</li> <li>4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm</li> <li>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ol>
<b>Singing and performance; group and ensemble</b>	<ol style="list-style-type: none"> <li>1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>2. Continue to understand the importance of warming up their voices and to establish a good singing position.</li> <li>3. Consider that words mean something and project the meaning of the song.</li> <li>4. Sing with a good sense of the pulse internally and sing together and in time with the group.</li> <li>5. Follow a leader/conductor.</li> </ol>
<b>Instrumental focus: Glockenspiel</b>	<ol style="list-style-type: none"> <li>1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</li> <li>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation as appropriate.</li> <li>3. Continue to respond to basic musical cues from the leader/conductor.</li> <li>4. Continue to treat your instrument with respect and care and to play it correctly.</li> <li>5. Play more confidently as part of your ensemble/group with a sound before-symbol (by ear) approach or, with notation if appropriate.</li> </ol>
<b>Improvisation and composition</b>	<ol style="list-style-type: none"> <li>1. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>2. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</li> <li>3. Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>4. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>5. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> </ol>
<b>Composer/genre focus</b>	R&B, Western Classical, Musicals, Motown, Soul, Reggae, Music from around the world, disco
<b>Key Vocabulary</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.
<b>Year 4 Progression of Knowledge and Skills</b>	
<b>Listen and appraise</b>	<ol style="list-style-type: none"> <li>1. Have fun listening to a wide range of different styles of music.</li> <li>2. Find the pulse together and start to understand what pulse is/does/means etc.</li> <li>3. Encourage listening with increasing concentration and with a deeper focus.</li> <li>4. Continue to learn to recognise different instruments.</li> <li>5. Continue to learn to recognise style indicators</li> <li>6. Use correct musical language more confidently and consistently during discussion and when describing feelings.</li> <li>7. Talk about the music and how it makes us feel in greater depth. Continue to aim to use accurate</li> </ol>



## Music: National Curriculum and Progression of Knowledge and Skills



	<p>musical language during discussion and when describing feelings .Getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>8. Discuss and understand how other simple dimensions of music fit with each other and within the music. <b>Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics.</b></p>
<b>Pulse rhythm and pitch</b>	<ol style="list-style-type: none"> <li><b>Pulse</b> - a steady beat.</li> <li><b>Rhythm</b> - copy simple patterns and see how they work with pulse.</li> <li><b>Pitch</b> - what it is, to copy it and to warm up their voices.</li> <li>Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>Rhythm copy back - progress from teacher to pupil-led games.</li> <li>Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li><b>Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</b></li> <li>Understand in greater depth how the other dimensions of music are sprinkled</li> </ol>
<b>Singing and performance; group and ensemble</b>	<ol style="list-style-type: none"> <li>The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</li> <li>Singing: Understand how important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li><b>Know how to join in and stop as appropriate - continue to follow a leader/conductor confidently.</b></li> <li><b>Understand how melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically.</b></li> <li><b>Sing with good diction.</b></li> <li><b>Perform with a good sense of pulse and rhythm.</b></li> </ol>
<b>Instrumental focus: Recorder</b>	<ol style="list-style-type: none"> <li><b>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</b></li> <li>Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>Treat each instrument with respect and use the correct techniques to play them.</li> <li><b>Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations</b></li> </ol>
<b>Improvisation and composition</b>	<ol style="list-style-type: none"> <li>Play and Improvise - using instruments. Invent a musical answer using one, two or three notes.</li> <li>Improvise! - using up to three notes on instruments. Listen to each other's musical ideas.</li> <li>To listen and copy musical ideas by ear (rhythmic or melodic).</li> <li><b>To create musical rhythms and melodies as answers as part of a group and as a soloist.</b></li> </ol>
<b>Composer/genre focus</b>	ABBA, grime, classical, Bhangra, Tango, Latin fusion, gospel, The Beatles
<b>Key Vocabulary</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 sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
<b>Year 5 Progression of Knowledge and Skills</b>	
<b>Listen and appraise</b>	<ol style="list-style-type: none"> <li>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> </ol>





## Music: National Curriculum and Progression of Knowledge and Skills



	<ol style="list-style-type: none"><li>2. Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li><li>3. Use accurate musical language to describe and talk about music.</li><li>4. Listen to other ideas about music, respect those ideas and feelings.</li><li>5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</li></ol>
<b>Pulse rhythm and pitch</b>	<ol style="list-style-type: none"><li>1. Find and internalise the pulse on your own and stay in time.</li><li>2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li><li>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li><li>4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</li><li>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li></ol>
<b>Singing and performance; group and ensemble</b>	<ol style="list-style-type: none"><li>1. Understand how to work together as part of a group and in an ensemble or, as a soloist.</li><li>2. Continue to understand the importance of warming up your voice and to establish a good singing position.</li><li>3. Perform and interpret a song stylistically and as musically as you can.</li><li>4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</li><li>5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together.</li></ol>
<b>Instrumental focus: Clarinet</b>	<ol style="list-style-type: none"><li>1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li><li>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li><li>3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</li><li>4. Continue to treat your instrument with respect and care and to play it correctly.</li><li>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</li></ol>
<b>Improvisation and composition</b>	<ol style="list-style-type: none"><li>1. Create your own more complex melodies within the context of the song that is being learnt.</li><li>2. Move beyond composing using two notes, increasing to three notes then five if appropriate.</li><li>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li><li>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li><li>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li><li>6. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</li></ol>
<b>Composer/genre focus</b>	Rock, Jazz, Pop balladas, hop hop, Motown, classical, blues
<b>Key Vocabulary</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,





## Music: National Curriculum and Progression of Knowledge and Skills



	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.
<b>Year 6 Progression of Knowledge and Skills</b>	
<b>Listen and appraise</b>	<ol style="list-style-type: none"> <li>Children will continue to show their increasing depth of knowledge and understanding.</li> <li>The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments.</li> <li>They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</li> <li>When listening to the music, find and internalise the pulse using movement confidently and independently.</li> <li>Understand the pulse and its role as the foundation of music.</li> <li>Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>Use correct musical language to confidently describe the music you are listening to and your feelings towards it. Listen, comment on and discuss with confidence, ideas together as a group.</li> </ol>
<b>Pulse rhythm and pitch</b>	<ol style="list-style-type: none"> <li>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch</li> <li>Rhythm and Pitch Copy Back using one, two or three notes.</li> <li>Question and Answer using one, two or three notes.</li> <li>Know, understand and demonstrate how pulse and rhythm work together.</li> <li>Understand how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ol>
<b>Singing and performance; group and ensemble</b>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ol style="list-style-type: none"> <li>The workings of an ensemble/choir, how everything fits together.</li> <li>Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> </ol>
<b>Instrumental focus: Clarinet for some; glockenspiel and djembe for others</b>	<p>With a greater depth of understanding:</p> <ol style="list-style-type: none"> <li>Play differentiated parts with a sound-before-symbol approach or using the notated scores.</li> <li>Choose parts according to ability and play them musically.</li> <li>Progress as appropriate between the parts.</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse.</li> <li>Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>Continue to treat each instrument with respect and use the correct techniques to play them.</li> <li>Build on understanding the basics and foundations of formal notation - an introduction.</li> </ol>
<b>Improvisation and composition</b>	<ol style="list-style-type: none"> <li>Deepen understanding of what musical improvisation means. Continue to Improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</li> <li>Continue to create more complex rhythms and melodies and create their own rhythmic</li> </ol>

	<p>patterns that lead to melodies.</p> <ol style="list-style-type: none"> <li>Confidently create own melodies within the context of the song that is being learnt.</li> <li>Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.</li> </ol>
Composer/genre focus	Pop and Motown, jazz, latin, blues, Benjamin Britten (classical), gospel, bhangra, Carole King
Key Vocabulary	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.

## History of Music Progression

