



St. Joseph's
Catholic Primary School

St. Joseph's School – CURRICULUM

socially mistakes morally potential
confidently
Grow Learn spiritually
Love St Jesus academically world
ourselves faith
others Joseph's

LOVE

LEARN

GROW

MUSIC – YEAR 1 – TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
Advent 1 Charanga	Music title: Hey You! - Joanna Mangona Style: Old School Hip-Hop Outcome: Learn how pulse, rhythm and pitch work together.	Listen and Appraise	
		To know a few songs off by heart To know what the songs are about To know and recognise the sound and names of some of the instruments used.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Advent 2	CHRISTMAS PRODUCTION	Performance	
		To perform in front of an audience as part of KS1 Christmas Production.	To choose relevant songs and perform it as a group/ solo Record the performance and reflect on how they were feeling about it.
Lent 1 Charanga	Music title: Rhythm In The Way We Walk - Joanna Mangona and The Banana Rap - Jane Sebba Style: Reggae Outcome: Learn pulse, rhythm, pitch, rapping, dancing and singing.	Singing	
		To confidently sing or rap some songs from memory and sing in unison.	To learn about voices and singing voices of different pitches (high and low) To learn that they can make different type of sounds with their voices – a rap or say words in a rhythm To learn to start and stop singing when following a leader.
Lent 2 Charanga	Music title: In the Groove – Joanna Mangona Style: Blues Baroque, Latin, Bhangra, Folk, funk Outcome: Learn how to be in the groove with different styles of music.	Games	
		To know that music has a steady pulse like a heartbeat To know that we can create rhythms from words, names, favourite food, colours and animals.	To engage in warm up games and challenges that embed the musical elements (pulse, rhythm and pitch).
Pentecost 1 Charanga	Music title: Round and Round – Joanna Mangona Style: Bossa Nova Outcome: Learn the different musical elements (pitch, rhythm and pitch) in different styles of music.	Improvisation and Composition	
		To understand that improvisation is unique to a person making up your own tunes on the spot as it is not written down. To understand that composing is like writing a story with music.	To improvise using clapping and singing techniques: 1. Clap and improvise 2. Sing, play and improvise. To create a simple melody using one, two or three notes
	Music title: Your imagination – Joanna Mangona and Pete Readman	To recognise that everyone can improvise and compose.	To learn that the notes of the composition can be written and changed if necessary.

Pentecost
2
Charanga

Style: Pop
Outcome: Learn to use imagination.

MUSIC – YEAR 2 – TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
Advent 1 Charanga	Music title: Hands, Feet, Heart - Joanna Mangona Style: Afropop, South African Outcome: Learn the musical elements of South African music.	Listen and Appraise	
		To know a few songs off by heart To know some songs have a chorus or a response/ answer part To know that songs have a musical style.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars To learn how songs can tell a story or describe an idea.
Advent 2	CHRISTMAS PRODUCTION	Performance	
		To perform in front of an audience as part of KS1 Christmas Production.	To choose relevant songs and perform it as a group/ solo Record the performance and reflect on how they were feeling about it.
Lent 1 Charanga	Music title: I Wanna Play in a Band – Joanna Mangona Style: Rock Outcome: Learn to play together in a band.	Games	
		To know that music has a steady pulse like a heartbeat To know that we can create rhythms from words, names, favourite food, colours and animals. To understand that rhythms are different from a steady pulse To understand that we add high and low sounds, pitch, when we sing and play instruments.	To engage in warm up games and challenges that embed the musical elements (pulse, rhythm and pitch): 1. Have fun finding the pulse! 2. Rhythm copy back 3. Rhythm copy back, your turn 4. Pitch copy back and vocal warm-up 1 and warm-up 2.
Lent 2 Charanga	Music title: Zootime – Joanna Mangona Style: Reggae Outcome: Learn about the musical elements of reggae and animals.	Singing	
		To confidently know and sing some songs from memory To know that unison is everyone singing at the same time To know the importance of warming up our voices.	To learn about voices singing notes of different pitches (high and low) To learn that they can make different type of sounds with their voices – a rap or say words in a rhythm To learn a comfortable singing position To continue to learn to start and stop singing when following a leader.

Pentecost 1 Charanga	Music title: Friendship Song- Joanna Mangona and Pete Readman Style: Pop Outcome: Learn a song about being friends.	Playing	
		To learn the names of the notes in their instrumental part from memory or when written down. To know the names of the untuned percussion instruments played in class.	To treat instruments carefully and with respect To learn to play a tuned instrumental part that matched their musical challenge (one-note/ simple/ medium part) To play the part in time with the steady pulse To listen carefully to musical instructions and follow instructions from a leader.
Pentecost 2 Charanga	Music title: Reflect, Rewind and Replay Style: Classical Outcome: Learn about the history of music and some language of music.	Improvisation and Composition	
		To understand that improvisation is unique to a person making up your own tunes on the spot as it is not written down. To understand that composing is like writing a story with music. To recognise that everyone can improvise and compose.	To improvise using clapping, singing and instruments: 1. Clap and improvise 2. Sing, play and improvise. To create a simple melody using one, three or five notes To learn that the notes of the composition can be written and changed if necessary

MUSIC – YEAR 3 – TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
Advent 1 Charanga	Music title: Let Your Spirit Fly – Joanna Mangona Style: RnB Outcome: To learn the style of RnB music.	Listen and Appraise	
		To know some songs from memory and identify who sang/ wrote them To know the style of the five songs To choose a song from the term and be able to talk about: <ul style="list-style-type: none"> - Lyrics (what the song is about) - Musical dimensions (texture, dynamics, tempo, rhythm and pitch) - Sections of the song (introduction, verse, chorus) - Instruments in the song. 	To confidently identify and move to the pulse To think about the meaning to the words of songs To discuss how songs make them feel To listen carefully and respectfully to other people’s thoughts about the music.
Advent 2	Music title: Glockenspiel Stage 1 Style: N/A Outcome: To explore and develop playing skills using the glockenspiel.	Playing instruments	
		To know and be able to talk about the instruments used in class: <ul style="list-style-type: none"> - glockenspiel - recorder. 	To treat instruments carefully and with respect To play one to four parts on a tuned instrument (a one-note, simple or medium part or the melody of the song) from memory or using notation To rehearse and perform their part of the song To listen to and follow musical instructions from a leader.
Lent 1 Charanga	Music title: Three Little Birds – Bob Marley Style: Reggae Outcome: To learn the music styles of reggae and animals.	Singing	
		To know and be able to talk about: <ul style="list-style-type: none"> - Singing in a group (choir) - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other 	To sing in unison and in simple two-parts To demonstrate a good singing posture To follow a leader when singing To enjoy exploring singing solo To sing with awareness of being ‘in tune’ To have an awareness of the pulse internally when singing.

		- To know why you must warm up your voice	
Lent 2	PASSION PLAY PRODUCTION	Performance	
		To perform in front of an audience as part of Passion Play Production.	To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling.
Pentecost 1 Charanga	Music title: The Dragon Song – Joanna Mangona and Pete Readman Style: Pop song (telling a story) Outcome: To learn music from around the world, celebrating differences and being kind to one another.	Games	
		To know how to find and demonstrate the pulse To know the difference between pulse and rhythm To know how pulse, rhythm and pitch work together to create a song To know that every piece of music has a pulse/steady beat.	To engage in warm up games and bronze, silver and gold challenges that embed the musical elements (pulse, rhythm and pitch): 1. Find the pulse 2. Rhythm copy back 3. Pitch copy back using 2 notes 4. Pitch copy back and vocal warm-ups.
Pentecost 2 Charanga	Music title: Bringing Us Together - Joanna Mangona and Pete Readman Style: Disco Outcome: To learn about disco, friendship, hope and unity.	Improvisation and Composition	
		To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot - To know that using one or two notes confidently is better than using five To know and be able to talk about composition: - Music created by you and kept in some way. It's like writing a story and can be played or performed again - Different ways of recording compositions (letter names/ symbols/ audio).	To improvise using instruments in the context of the song they are learning to perform. There are activities within the three challenges; Bronze, Silver and Gold. To create at least one simple melody using one, three or five different notes To plan and create a section of music that can be performed within the context of the lesson's song To talk about what is created To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo To record the composition in an appropriate way that recognised the connection between sound and symbol (graphic/ pictorial/ notation).

MUSIC – YEAR 4– TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
Advent 1 Charanga	Music title: Mamma Mia - ABBA Style: Pop Outcome: Learn the style of ABBA’s music.	Listen and Appraise	
		To know some songs from memory and who sang them or wrote them To know the style of the songs To choose one song and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of that song (musical characteristics that give the song its style) - The 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. 	To confidently identify and move to the pulse To talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics) To talk about the music and how it makes them feel To listen carefully and respectfully to other people’s thoughts about the music To use musical language (musical elements) when talking about songs.
Advent 2	Music title: Glockenspiel Stage 2 Style: Mixed styles Outcome: To explore and develop playing skills using the glockenspiel.	Playing instruments	
		To know and be able to talk about: <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel and pbones) - Other instruments they might play or be played in a band or orchestra or by their friends. 	To treat instruments carefully and with respect To 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 To rehearse and perform their part within the context of the lesson’s song To listen to and follow musical instructions from a leader To experience leading the playing by making sure everyone plays in the playing section of the song.

Lent 1 Charanga	Music title: Stop! – Joanna Mangona Style: Grime Outcome: To write lyrics linked to a theme.	Singing	
		To know and be able to talk about: <ul style="list-style-type: none"> - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other - Texture: How a solo singer makes a thinner texture than a large group - To know why you must warm up your voice. 	To sing in unison and in simple two-parts To demonstrate a good singing posture To follow a leader when singing To enjoy exploring singing solo To sing with awareness of being 'in tune' To re-join the song if lost To listen to the group when singing.
Lent 2	PASSION PLAY PRODUCTION	Performance	
		To perform in front of an audience as part of Passion Play Production.	To present a musical performance designed to capture the audience To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling and what they were pleased with.
Pentecost 1 Charanga	Music title: Lean On Me – Bill Withers Style: Gospel Outcome: To learn Soul/ Gospel music (helping one another).	Games	
		To know and be able to talk about: <ul style="list-style-type: none"> - How pulse, rhythm and pitch work together and their differences - Pulse: Finding the pulse – the heartbeat of the music - Rhythm: the long and short patterns over the pulse - Pitch: High and low sounds that create melodies - How to keep the internal pulse 	To engage in warm up games and bronze, silver and gold challenges that embed the musical elements (pulse, rhythm and pitch): <ol style="list-style-type: none"> 1. Find the pulse 2. Rhythm copy back 3. Pitch copy back using 2 notes 4. Pitch copy back and vocal warm-ups.

		<ul style="list-style-type: none"> - Musical Leadership: creating musical ideas for the group to copy or respond to. 	
Pentecost 2 Charanga	Music title: Blackbird - Beatles Style: Pop - The Beatles Outcome: To learn the style of the Beatles music (equality and civil rights).	Improvisation and Composition	
		<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot and it is not written down - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you can't make a mistake. <p>To know and be able to talk about composition:</p> <ul style="list-style-type: none"> - Music created by you and kept in some way. It's like writing a story and can be played or performed again <p>Different ways of recording compositions (letter names/ symbols/ audio).</p>	<p>To improvise using instruments in the context of the song they are learning to perform.</p> <p>There are activities within the three challenges:</p> <ol style="list-style-type: none"> 1. Bronze 2. Silver 3. Gold. <p>To create at least one simple melody using one, three or five different notes</p> <p>To plan and create a section of music that can be performed within the context of the lesson's song</p> <p>To talk about what is created</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>To record the composition in an appropriate way that recognised the connection between sound and symbol (graphic/ pictorial/ notation).</p>

MUSIC – YEAR 5 – TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
Advent 1 Charanga	Music title: Livin’ On a Prayer – Bon Jovi Style: Rock Outcome: To learn the style of rock anthems.	Listen and Appraise	
		<p>To know songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the songs and to name other songs from the year in those styles</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? 	<p>To identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>To listen carefully and respectfully to other people’s thoughts about the music</p> <p>To use musical language and the musical dimensions working together in songs</p> <p>To discuss the music and how it makes you feel.</p>
Advent 2	Music title: Classroom Jazz 1 – Ian Gray Style: Bossa Nova, Swing Outcome: To learn jazz and improvisation.	Playing instruments	
		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ○ 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 ○ The instruments they might play or be played in a band or orchestra or by their friends. 	<p>To play a musical instrument with the correct technique within the context of the lesson’s song</p> <p>To 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</p> <p>To rehearse and perform their part within the context of the lesson’s song</p>

			To listen to and follow musical instructions from a leader To lead a rehearsal session.
Lent 1 Charanga	Music title: Make You Feel My Love - Adele Style: Pop Ballads Outcome: To learn the style of pop ballads.	Singing	
		To know and confidently sing some songs and their parts from memory, and to sing them with a strong internal pulse To choose a song and be able to talk about: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice. 	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'.
Lent 2 Charanga	Music title: The Fresh Prince of Bel-Air – Will Smith Style: Old School Hip-Hop Outcome: To learn the style of old school hip-hop.	Games	
		Know and be able to talk about: <ul style="list-style-type: none"> o How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song o How to keep the internal pulse o Musical Leadership: creating musical ideas for the group to copy or respond to. 	To engage in warm up games and complete bronze, silver and gold challenges in relation to the main song, using two notes: <ol style="list-style-type: none"> 1. Find the pulse 2. Rhythm copy back based on words of the main song 3. Lead the class by inventing rhythms or others to copy back 4. Copy back two-note/ three-note riffs by ear and with notation 5. Question and answer using two/three different notes.
Pentecost 1 Charanga	Music title: Dancing in the Street – Martha and The Vandellas Style: Motown Outcome: To learn the style of Motown.	Improvisation and Composition	
		To know and be able to talk about improvisation: <ul style="list-style-type: none"> o It is making up your own tunes on the spot, they make up their own tune that has never been heard before. It is not written down and belongs to them 	To improvise using instruments in the context of the song to be performed. There are activities within the three challenges (Bronze, Silver, Gold) <ol style="list-style-type: none"> 1. Play and copy back: Copy back 1/2/3 notes using instruments

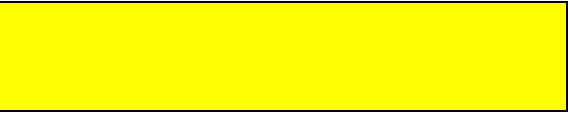
		<ul style="list-style-type: none"> ○ To know that using one or two notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake ○ To know that you can use some of the riffs you have heard in the challenges to help you in your improvisations ○ To know three well-known improvising musicians. <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ○ A composition: 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 ○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ○ Notation: recognise the connection between sound and symbol. 	<p>2. Play and improvise: question and answer using instruments</p> <p>3. Improvisation: using up to three notes.</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p> <p>To explain the keynote or home note and the structure of the melody</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Pentecost 2	SUMMER PRODUCTION	Performance	
		<p>To perform in front of an audience as part of the Summer Production.</p>	<p>To communicate the meaning of the words and clearly articulate them</p> <p>To talk about the venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>

MUSIC – YEAR 6 – TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
Advent 1 Charanga	<p>Music title: Happy – Pharrell Williams Style: Pop/ Neo Soul Outcome: To learn the music styles that create the feeling of happiness.</p>	Listen and Appraise	
		<p>To know as many songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity 	<p>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 Use musical language when discussing songs To talk about the musical dimensions working together in the lesson’s songs To discuss the music and how it makes you feel, using musical language to describe the music.</p>
Advent 2	<p>Music title: Classroom Jazz 2 – Burt Bacharach Style: Bacharach, Blues Outcome: To learn more about jazz, improvisation and composition.</p>	Playing instruments	
		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> o Different ways of writing music down – e.g. staff notation, symbols o The notes C, D, E, F, G, A, B + C on the treble stave 	<p>To play a musical instrument with the correct technique within the context of the lesson’s song To accurately select and learn an instrumental part that matches their musical challenge, using a one-note, simple or medium part or the melody of the song from memory or using notation</p>

		<ul style="list-style-type: none"> o The instruments they might play or be played in a band or orchestra or by their friends. 	<p>To rehearse and perform their part within the context of the lesson's song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session.</p>
Lent 1 Charanga	<p>Music title: A New Year Carol – Benjamin Britten</p> <p>Style: Classical/ Urban Gospel</p> <p>Outcome: To learn Benjamin Britten's music and additional cover versions.</p>	Singing	
		<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice. 	<p>To sing in unison and to sing backing vocals. To demonstrate a good singing posture</p> <p>To follow a leader when singing</p> <p>To experience rapping and solo singing</p> <p>To listen to each other and be aware of how you fit into the group</p> <p>To sing with awareness of being 'in tune'.</p>
Lent 2 Charanga	<p>Music title: You've Got A Friend – Carole King</p> <p>Style: 70s Ballad/ Pop</p> <p>Outcome: To learn the music of Carole King with a focus on the dimensions of music.</p>	Games	
		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> o How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music o How to keep the internal pulse o Musical Leadership: creating musical ideas for the group to copy or respond to. 	<p>To engage in warm up games and complete bronze, silver and gold challenges in relation to the main song, using three notes:</p> <ol style="list-style-type: none"> 1. Find the pulse 2. Rhythm copy back based on words of the main song that include syncopation/ off-beat 3. Lead the class by inventing rhythms or others to copy back 4. Copy back two-note/ three-note riffs by ear and with notation 5. Question and answer using two/three different notes.

Pentecost 1 Charanga	Music title: Music and Me Style: Hip Hop/ Classical/ Soul/ Pop/ Contemporary Outcome: To create their own music inspired by their identity and women in the music industry.	Improvisation and Composition	
		To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ It is making up your own tunes on the spot, they make up their own tune that has never been heard before. It is not written down and belongs to them ○ To know that using one or two notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake ○ To know that you can use some of the riffs you have heard in the challenges to help you in your improvisations ○ To know three well-known improvising musicians. To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: 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 ○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ○ Notation: recognise the connection between sound and symbol, 	To improvise using instruments in the context of the song to be performed. There are activities within the three challenges (Bronze, Silver, Gold) <ol style="list-style-type: none"> 1. Play and copy back: Copy back 1/2/3 notes using instruments 2. Play and improvise: question and answer using instruments and always start on the note G 3. Improvisation: using up to three notes. Classroom Jazz 2 – 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). To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Pentecost 2	SUMMER PRODUCTION	Performance	
		To perform in front of an audience as part of the Summer Production.	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



To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”