



St. Joseph's  
Catholic Primary School

# MUSIC CURRICULUM

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

LOVE

LEARN

GROW

## INTENT - LOVE

To create a musical atmosphere within St Joseph's to ensure that all pupil's get several opportunities to perform, listen to, compose, review and evaluate music.

To provide opportunities for pupil's to sing and use their voice, learn a musical instrument and give performances to other classes and parents.

To design a curriculum where pupils cover different elements of music, learn important vocabulary and develop a good understanding of how music has changed throughout history.

To develop a curiosity for music, with an understanding and acceptance of the importance of all types of music.

To continue to review and update the music curriculum to ensure that staff and pupil's experience good musical experiences and improve their knowledge and understanding.

To work on training for staff who teach music to ensure that their subject knowledge is strong in order to inspire future musicians within school as well as let pupil's experience musicians through lessons and assemblies to understand opportunities that are available to them.

To have after school choir and music groups (orchestra, guitar ensemble etc...) to enhance pupil's experiences of music.

To create musical displays within school to explain our aims within St Joseph's and display examples of work and famous musicians to inspire pupils.

## IMPLEMENTATION - LEARN

Through the integral nature of music, create a learner who develops fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will develop an understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world.

To provide training to support staff subject knowledge to ensure a good music curriculum being taught throughout school.

To plan regular CPD and staff meetings to review the music coverage within school and develop staff understanding and knowledge.

To employ the specialist teaching services of BMT (Buckinghamshire Music Trust) to teach class based instrumental lessons to Year 4 -6.

To use the musical programme 'Charanga' to introduce musical concepts and the teaching of key skills in Key Stage 1.

To develop musical appreciation skills to develop an understanding of mood and emotion created by music and how music has changed through periods of time.

To ensure staff plan lessons alongside the National Curriculum and make sure children progress and learn musical vocabulary which is then shown within their work produced.

To continue to build on the bank of instruments within school to support children's learning and musical experience.

## IMPACT - GROW

For pupils to understand the relevance of what they are learning within music and to enjoy their musical experiences within school.

To evidence pupil's work throughout school and ensure they experience performances from others as well as performing themselves.

To continue to check music data and curriculum coverage to best support children's learning and progression as well as staff knowledge.

To collect pupil interviews throughout the year to ensure that their voice is heard in regards to the school's music and subject coverage.

## Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medlum note range (concert)	Melody note range (concert)	Easy note values	Medlum note values	Melody note values	Easy	Medlum	More difficult	Easy	Medlum	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			

## Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

## PROGRESSION DOCUMENT – RECORDER YEAR 3

ALL CHILDREN WILL BE ABLE TO:	MOST CHILDREN WILL BE ABLE TO:	SOME CHILDREN WILL BE ABLE TO:	BROADER EXPECTATIONS:
<ul style="list-style-type: none"> <li>• Know what a recorder is; how to look after it and clean it.</li> <li>• Hold the recorder correctly to enable correct playing of notes (breathing).</li> <li>• Know the different parts of the recorder.</li> <li>• Experiment with making sounds using the recorder.</li> <li>• To listen carefully to a rhythm and clap in the correct time.</li> <li>• To know what the note B looks and sounds like.</li> <li>• To know what the note A looks and sounds like.</li> <li>• To know what the note G looks and sounds like</li> <li>• To know what the note E looks and sounds like.</li> <li>• Play a number of named pieces with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their tongues correctly to form the notes and make a clear, consistent sound</li> <li>• To be able to play and recognise the notes B, A, G and E.</li> <li>• To experiment with the length of notes.</li> <li>• Follow a simple notated tune with support</li> <li>• Play a number of named pieces with some reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• To play notes in time with a given rhythm.</li> <li>• To follow a variety of simple tunes and rhythms.</li> <li>• To play the notes B, A, G and E in a simple tune.</li> <li>• Perform with accuracy, fluency and expression.</li> <li>• Display a good sense of aural awareness in their control of pulse, rhythm, tempo, dynamics and tone quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will learn to work together as a team.</li> <li>• They will gain confidence in performing together and will respect others' contributions to the ensemble.</li> <li>• Their concentration will be improved and they will be highly motivated.</li> <li>• They will develop greater self-esteem.</li> </ul>

## PROGRESSION DOCUMENT – AFRICAN DRUMMING YEAR 5 and 6

MOST CHILDREN WILL BE ABLE TO:-	SOME CHILDREN WILL BE ABLE TO:-	SOME CHILDREN WILL HAVE PROGRESSED FURTHER AND BE ABLE TO:-	BROADER EXPECTATIONS:-
<ul style="list-style-type: none"> <li>• Play the bass, tone and slap strokes with the correct hand position, and with good posture.</li> <li>• Keep a steady beat.</li> <li>• Maintain their own rhythm in a piece using more than one part, whilst following a leader.</li> <li>• Sing a number of different songs with confidence, including maintaining their line in a 2 or 3 part song whilst following a leader.</li> <li>• Be able to improvise a simple 4 beat rhythm without support.</li> <li>• Work as part of a small group to create their own rhythm piece.</li> <li>• Notate their own rhythm piece.</li> <li>• Understand and use basic dynamics in their playing.</li> <li>• Understand and follow a simple notated rhythm.</li> <li>• Play a number of named pieces.</li> <li>• Display a developing aural awareness in their control of pulse, rhythm, tempo and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Play the bass, tone and slap strokes with some reminders about correct hand position and posture.</li> <li>• Keep a steady beat whilst watching a leader.</li> <li>• Maintain their own rhythm with support from a leader.</li> <li>• Sing single part songs with confidence, but will need extra support to sing songs with more than one part.</li> <li>• Improvise a simple 4 beat rhythm with support.</li> <li>• Work as part of a small group to create their own rhythm piece with support from the teacher.</li> <li>• Follow a simple notated rhythm with support.</li> <li>• Play a number of named pieces with some reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• Play all 3 strokes with the correct hand position and posture without reminders.</li> <li>• Lead a group in keeping a steady beat.</li> <li>• Lead a group in their part in a 2 or 3 part rhythm.</li> <li>• Sing as a soloist with a good sense of the shape of the melody and with good projection.</li> <li>• Sing as a leader in a 2 or 3 part song.</li> <li>• Improvise a more complex rhythm.</li> <li>• Act as a leader when working in a small group to create their own rhythm piece.</li> <li>• Read notated rhythms reliably and with confidence.</li> <li>• Perform with accuracy, fluency and expression and display a good sense of aural awareness.</li> <li>• Talk about their performances with clear musical understanding using musical language and suggest how they can improve their playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will learn to work together as a team.</li> <li>• They will gain confidence in performing together and will respect others' contributions to the ensemble.</li> <li>• Their concentration will be improved and they will be highly motivated.</li> <li>• They will develop greater self esteem.</li> </ul>

## Knowledge & Skills – Year 1

Unit	1	Christmas Production	3	4	5	6	
Title	Hey You			In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop			Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.			How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrumental Parts							
Key	C			C	D minor	C	Revise existing
One Note	C			C	D	C	
Easy Part	C			C + D	D, F, C + D	C + G	
Medium Part	C + G			C + D	D, E, F, G + A	C, E + G	
Melody	C + G			C, G + A	D, F, G, A + C	E, G + A	

## MUSIC – YEAR 1 – TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Charanga</b>	<b>Music title:</b> Hey You! - Joanna Mangona <b>Style:</b> Old School Hip-Hop <b>Outcome:</b> Learn how pulse, rhythm and pitch work together.	<b>Listen and Appraise</b>	
		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.
<b>Advent 2</b>	<b>CHRISTMAS PRODUCTION</b>	<b>Performance</b>	
		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.
<b>Lent 1 Charanga</b>	<b>Music title:</b> Rhythm In The Way We Walk - Joanna Mangona and The Banana Rap - Jane Sebba <b>Style:</b> Reggae <b>Outcome:</b> Learn pulse, rhythm, pitch, rapping, dancing and singing.	<b>Singing</b>	
		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.
<b>Lent 2 Charanga</b>	<b>Music title:</b> In the Groove – Joanna Mangona <b>Style:</b> Blues Baroque, Latin, Bhangra, Folk, funk <b>Outcome:</b> Learn how to be in the groove with different styles of music.	<b>Games</b>	
		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).
<b>Pentecost 1 Charanga</b>	<b>Music title:</b> Round and Round – Joanna Mangona <b>Style:</b> Bossa Nova <b>Outcome:</b> Learn the different musical elements (pitch, rhythm and pitch) in different styles of music.	<b>Improvisation and Composition</b>	
		To understand that improvisation is unique to a person making up your own tunes on the spot as it is not written down.	To improvise using clapping and singing techniques: 1. Clap and improvise 2. Sing, play and improvise.



<b>Pentecost</b> <b>2</b> <b>Charanga</b>	<b>Music title:</b> Your imagination – Joanna Mangona and Pete Readman <b>Style:</b> Pop <b>Outcome:</b> Learn to use imagination.	To understand that composing is like writing a story with music. To recognise that everyone can improvise and compose.	To create a simple melody using one, two or three notes To learn that the notes of the composition can be written and changed if necessary.
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## Knowledge & Skills – Year 2

Unit	1	Christmas Production	3	4	5	6
Title	Hands, Feet, Heart		I Wanna Play In a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of main song	Afropop, South African		Rock	Reggae	Pop	Classical
Unit theme	South African music		Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G		D	C	C	Revise existing
One Note	G		F	C	C	
Easy Part	G, A + C		D + C	C + D	E + G	
Medium Part	G, A, B + C		G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C		C, D + F	C + D	C, D, E, F, G, A + B	

## MUSIC – YEAR 2 – TOPIC/SKILLS AND KNOWLEDGE

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Charanga</b>	<b>Music title:</b> Hands, Feet, Heart - Joanna Mangona <b>Style:</b> Afropop, South African <b>Outcome:</b> Learn the musical elements of South African music.	<b>Listen and Appraise</b>	
		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.
<b>Advent 2</b>	<b>CHRISTMAS PRODUCTION</b>	<b>Performance</b>	
		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.
<b>Lent 1 Charanga</b>	<b>Music title:</b> I Wanna Play in a Band – Joanna Mangona <b>Style:</b> Rock <b>Outcome:</b> Learn to play together in a band.	<b>Games</b>	
		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): <ol style="list-style-type: none"> <li>1. Have fun finding the pulse!</li> <li>2. Rhythm copy back</li> <li>3. Rhythm copy back, your turn</li> <li>4. Pitch copy back and vocal warm-up 1 and warm-up 2.</li> </ol>
<b>Lent 2 Charanga</b>	<b>Music title:</b> Zootime – Joanna Mangona <b>Style:</b> Reggae <b>Outcome:</b> Learn about the musical elements of reggae and animals.	<b>Singing</b>	
		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.
<b>Pentecost 1 Charanga</b>	<b>Music title:</b> Friendship Song- Joanna Mangona and Pete Readman <b>Style:</b> Pop <b>Outcome:</b> Learn a song about being friends.	<b>Playing</b>	
		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.
<b>Pentecost 2 Charanga</b>	<b>Music title:</b> Reflect, Rewind and Replay <b>Style:</b> Classical <b>Outcome:</b> Learn about the history of music and some language of music.	<b>Improvisation and Composition</b>	
		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		<b>Playing instruments</b> Musical notation – Recognising and playing <b>crochet</b> and <b>quaver</b> Musical notes on the stave - <b>a and b</b>	
Advent 2		Musical notation – Recognising and playing <b>minim, dotted minim</b> and <b>time signature</b> Musical notes on the stave - <b>g</b>	
Lent 1		Musical notation – Recognising and playing <b>new time signatures</b> Musical notes on the stave - <b>e and c</b>	
Lent 2	<b>PASSION PLAY PRODUCTION</b>	<b>Performance</b> To perform in front of an audience as part of Passion Play Production.	
Pentecost 1	<b>Recorder</b>	<b>Playing instruments</b> Musical notation – Recognising and playing <b>semibreve</b> and <b>slurs</b> Musical notes on the stave - <b>d and f</b>	
Pentecost 2		Consolidation of skills taught and performance skills.	

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.

## Knowledge & Skills – Year 4

Unit	1	Passion Play Production	3	4	5	6	
Title	Mamma Mia			Stop!	Lean On Me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop			Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music			Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts							
Key	G				C	C	Revise existing
One Note	G				C	C	
Easy Part	G				C + F	C + B	
Medium Part	G + A				E, F + G	G, A, B + C	
Melody	G, A, B + C				G, A, B, C, D + E	C, D, E, F + G	

Term	Topic	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1</b> <b>Charanga</b>	<b>Music title:</b> Mamma Mia - ABBA <b>Style:</b> Pop <b>Outcome:</b> Learn the style of ABBA's music.	<b>Listen and Appraise</b>	
		<p>To know some songs from memory and who sang them or wrote them</p> <p>To know the style of the songs</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Some of the style indicators of that song (musical characteristics that give the song its style)</li> <li>- The lyrics: what the song is about</li> <li>- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc)</li> <li>- Name some of the instruments they heard in the song.</li> </ul>	<p>To confidently identify and move to the pulse</p> <p>To talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics)</p> <p>To talk about the music and how it makes them feel</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To use musical language (musical elements) when talking about songs.</p>
<b>Advent 2</b>	<b>Music title:</b> Glockenspiel Stage 2 <b>Style:</b> Mixed styles <b>Outcome:</b> To explore and develop playing skills using the glockenspiel.	<b>Playing instruments</b>	
		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- The instruments used in class (a glockenspiel and pbones)</li> <li>- Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p>To treat instruments carefully and with respect</p> <p>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</p> <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 experience leading the playing by making sure everyone plays in the playing section of the song.</p>
	<b>Music title:</b> Stop! – Joanna Mangona	<b>Singing</b>	

<b>Lent 1 Charanga</b>	<b>Style:</b> Grime <b>Outcome:</b> To write lyrics linked to a theme.	To know and be able to talk about: <ul style="list-style-type: none"> <li>- Leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you feel different things e.g. happy, energetic or sad</li> <li>- Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>- Texture: How a solo singer makes a thinner texture than a large group</li> <li>- To know why you must warm up your voice.</li> </ul>	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.
<b>Lent 2</b>	<b>PASSION PLAY PRODUCTION</b>	<b>Performance</b>	
			To perform in front of an audience as part of Passion Play Production.
<b>Pentecost 1 Charanga</b>	<b>Music title:</b> Lean On Me – Bill Withers <b>Style:</b> Gospel <b>Outcome:</b> To learn Soul/ Gospel music (helping one another).	<b>Games</b>	
		To know and be able to talk about: <ul style="list-style-type: none"> <li>- How pulse, rhythm and pitch work together and their differences</li> <li>- Pulse: Finding the pulse – the heartbeat of the music</li> <li>- Rhythm: the long and short patterns over the pulse</li> <li>- Pitch: High and low sounds that create melodies</li> <li>- How to keep the internal pulse</li> <li>- Musical Leadership: creating musical ideas for the group to copy or respond to.</li> </ul>	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"> <li>1. Find the pulse</li> <li>2. Rhythm copy back</li> <li>3. Pitch copy back using 2 notes</li> <li>4. Pitch copy back and vocal warm-ups.</li> </ol>



<b>Pentecost 2 Charanga</b>	<p><b>Music title:</b> Blackbird - Beatles  <b>Style:</b> Pop - The Beatles  <b>Outcome:</b> To learn the style of the Beatles music (equality and civil rights).</p>		
	<b>Improvisation and Composition</b>		<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot and it is not written down</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if you improvise using the notes you are given, you can't make a mistake.</li> </ul> <p>To know and be able to talk about composition:</p> <ul style="list-style-type: none"> <li>- Music created by you and kept in some way. It's like writing a story and can be played or performed again</li> </ul> <p>Different ways of recording compositions (letter names/ symbols/ audio).</p>