

Limitless Dreams,
Endless Opportunities



Music Curriculum



Subject Leader: Helen Atherton

Subject Specific Planning Documents Cycle A Music

Contents of this scheme of work:

1. Our intent, implementation and impact
2. Explanation and overview of key historical concepts within our curriculum.
3. Progression of knowledge and skills for KS1 and KS2
4. Subject end points

Intent

Our balanced music curriculum at Manor Park Primary School enables the children to develop their musical creativity through practical and exploratory opportunities to develop as performers, song makers, composers, improvisers and listeners. Through deliberate practice, children become fluent in their knowledge of music. As they move through school, the children also develop an increasing understanding of the history of music, learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Music promotes diversity and be used to express the children's personal, emotional, social and cultural identity. Children not only learn about music but they will develop a love of music, becoming musicians who are able to share and perform using their new knowledge.

Implementation

To implement this, we provide a balanced curriculum that is sequenced appropriately in order to develop the skills required to develop their ability to understand and participate in music. The interrelated dimensions of music weave through musical units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities and performing. Music is taught weekly, so that children achieve depth in the learning. We use the National Curriculum objectives as a start for our planning in music. The web based primary music scheme Charanga, is used throughout the school as a basis for music teaching. It provides coverage of all the National Curriculum objectives and ensures progression in key skills. In this way, children are increasingly challenged as they move through school. This offers a variety of approaches, including topic-based work, instrument tuition and skills based work. We will encourage local and national opportunities when possible.

Impact

Our music curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of Music curriculum through the following methods;

- assessing children's understanding before and after the unit is taught,
- images and videos of the children's practical learning,
- marking of work in Learning Adventure books.

Each unit of music has an ongoing musical learning focus and a unit specific focus. Ongoing musical learning includes building on children's prior knowledge to develop new knowledge about how they can improve their skills in listening and appraising, musical activities (games, singing, playing, improvising and composing, and performing. Unit specific knowledge focuses on musical skills and concepts that may be discrete to a particular style or styles of music relevant to the unit. During music lessons and through recalls, assessments are made focusing on the content and performance involving qualitative verbal feedback. Learning is digitally recorded when appropriate. In addition, low stakes quizzes give children the opportunity to demonstrate connected knowledge held in the long term memory but also identify any misconceptions which the children may have. These can then be addressed immediately.

he teaching of music is monitored through Lesson Observations, Book Scrutiny, Pupil Voice and Learning Environment reviews. All monitoring is recorded and feedback is given to class teachers to ensure that teaching practice is supported and improved.

All of these measures help to monitor the curriculum and raise the aspirations of our children. This ensures our children will develop skills and attributes they can use beyond school and into adulthood.

	Autumn	Spring	Summer
Year 1	Hey You! Rhythmn In The Way We Walk and Banana Rap	In The Groove Round And Round	Your Imagination Reflect And Rewind
Year 2	Hands, Feet, Heart Ho, Ho, Ho!	I Wanna Play In A Band Zootime	Friendship Song Reflect And Rewind
Year 3/4	Let Your Spirit Fly Glockenspiel 1	Stop! The Dragon Song	Blackbird Reflect And Rewind
Year 5/6	Happy A New Year Carol	Classroom Jazz 1 The Fresh Prince Of Bel-Air	Music An Me Reflect And Rewind

Progression of skills and knowledge for Music - Cycle A

EYFS Links

Expressive Arts and Design

Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1 National Curriculum Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and un-tuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

	Children know:	Listen and Appraise	Singing	Playing	Improvisation	Composing	Performance
Reception	<ul style="list-style-type: none"> • I know and can sing some nursery rhymes. • I know and join in with familiar songs. • I know and can join in with poems from 'The Poetry Basket'. • I know how to clap the pulse (beat) • I know how to play some percussion instruments correctly. • I know the names of some percussion instruments. • I know that instruments make different sounds. • I know that pitch is how high or low a sound is. • I know that performance is sharing music with others. • I can create my own music. • I can talk about music I have heard. 	<ul style="list-style-type: none"> • Weekly opportunities to learn new songs related to topic work (Myself, People who help us, Fairy tales, Our Amazing World, Minibeasts, Under the Sea). 	<ul style="list-style-type: none"> • Singing songs and rhymes from a variety of genres and cultures • Build up a repertoire of nursery rhymes and familiar songs. • Learn songs linked to Christmas. 	<ul style="list-style-type: none"> • Using musical instruments in the outside area and role play. • Play movement and listening games 	<ul style="list-style-type: none"> • Model how to tap rhythms to accompany words, such as tapping the syllables of names, 	<ul style="list-style-type: none"> • Creating movement to music eg: move like jungle animals, 	<ul style="list-style-type: none"> • Performing in the school Christmas concert • Singing and performing to our friends and parents
Year 1	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. • To know that Improvisation is about making up their own tunes. • To know that when someone improvises, they make up their own tune that has never been heard before. • To know that a performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> • Learn about voices, singing 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. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a 	<ul style="list-style-type: none"> • Listen and clap back a rhythm, then listen and clap your own answer • Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 	<ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.

					leader.			
Year 2	<ul style="list-style-type: none"> To know five 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 know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To know that rhythms are different from the steady pulse. To know that we add high and low sounds, pitch, when we sing and play our instruments. To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. To know that songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. To know the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their idea as to the performance. Record the performance and say how they were feeling about it. 	
Key Stage 2 National Curriculum	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music 							
Year 3/4	Children know:	Listen and Appraise	Singing	Playing	Improvisation	Composing	Performing	
	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned 	<ul style="list-style-type: none"> Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. 	

<ul style="list-style-type: none"> • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its 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 • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. • To know that singing in a group can be called a choir • To know that a leader or conductor is who the person who the choir or group follow • To know that songs can make you feel different things e.g. happy, energetic or sad <ul style="list-style-type: none"> • To know that singing as part of an ensemble or large group is fun, 	<ul style="list-style-type: none"> • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk about music use musical vocabulary. 	<p>when singing.</p> <ul style="list-style-type: none"> • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group if lost. • To have awareness of the pulse when singing. 	<p>instrument - 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"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing. 	<p>using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back - Listen and sing back melodic patterns ○ Play and Improvise - Using instruments, listen and play your own answer using one note. ○ Improvise! - Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! - Take it in turns to improvise using one or two notes. • Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes. ○ Improvise! - Take it in turns to improvise using three different notes. 	<p>be performed within the context of the unit song.</p> <ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • 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, what they were pleased with what they would change and why.
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	<p>but that you must listen to each other</p> <ul style="list-style-type: none"> • To know why you must warm up your voice • To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) • To know and be able to talk about a composition. • To know different ways that you can record a song (letters, names, audio) • To know about be able to talk about a performance. 						
Year 5/6	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <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 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. <ul style="list-style-type: none"> • 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. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> • 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'. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ◦ Bronze - Copy back using instruments. Use one note. ◦ Silver - Copy back using instruments. Use the two notes. ◦ Gold - Copy back using instruments. Use the three notes. <p>2. Play and Improvise</p> <p>You will be using up to three notes:</p> <ul style="list-style-type: none"> ◦ Bronze - Question and Answer using instruments. Use one note in your answer. ◦ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ◦ Gold - Question and Answer using instruments. Use 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> • 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...?"

<p>in the songs ○ The historical context of the songs. What else was going on at this time? Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to • To know and confidently sing five 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: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice <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 know and be able to</p>				<p>three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using 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</p>		
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	<p>talk about improvisation:</p> <ul style="list-style-type: none">• Improvisation is making up your own tunes on the spot• When someone improvises, 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 in your improvisations• To know three well-known improvising musicians						
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Curriculum endpoints – Music

Year 1 – Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children can:</p> <ul style="list-style-type: none"> ● Find a steady beat. ● Move, dance and responding with their bodies in any way they can. ● Inventing different actions to move in time with the music. ● Describe their thoughts and feelings when hearing the music. ● Talk about why they do or don't like a piece of music. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Sing using different pitch (high and low) ● Learn to make different types of sounds with their voices. ● Learn to follow a leader by stopping and starting when instructed. ● Show a good posture for singing. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Treat instruments carefully. ● Play a tuned instrument part with a song. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Listen and clap back a rhythm. ● Use their voice or instrument; listen and sing back. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Create a simple melody with one, two or three notes. ● Learn how the notes of a melody can be written down. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Choose a song they have learnt and perform it. ● Add their own ideas to their performance. ● Say how they feel about their performance.

Year 2 – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children can:</p> <ul style="list-style-type: none"> ● Find and keep a steady beat. ● Move, dance and responding with their bodies in any way they can. ● Describe their thoughts and feelings when hearing the music. ● Talk about why they do or don't like a piece of music. ● Recognise the story told in a song. ● Talk about the instruments that they can hear in a piece of music. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Sing using different pitch (high and low) ● Learn to make different types of sounds with their voices. ● Learn to follow a leader by stopping and starting when instructed. ● Show a good posture for singing. ● Sing as part of a group. ● Sing a unit song from memory. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Treat instruments carefully. ● Learn to play a tuned instrumental part that matches their musical challenge ● Play in time with the group while keeping in time with a steady beat. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Listen to a rhythm and clap back their own rhythm. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Create their own simple melodies using between three and five notes. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Choose a song they have learnt and perform it. ● Add their own ideas to their performance. ● Say how they feel about their performance.

Years 3 and 4 – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children can:</p> <ul style="list-style-type: none"> ● Think about what the words of a song mean. ● Take it in turns to talk about how the music makes you feel. ● Use musical vocabulary when talking about the music. ● Talk and key instruments they hear and how they recognise them. ● Use musical language confidently when talking about a piece of music. ● Think about where music fits into the world. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Sing in unison and in simple two-parts. ● Demonstrate a good singing posture. ● Explore singing some solo parts. ● Sing with some awareness of being in tune. ● Rejoin a song if they get lost. ● Sing unit songs from memory. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Treats instruments carefully with respect. ● To play a simple melody from memory. ● To follow instructions from a musical leader. ● To explore leading the playing. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Improvise using instruments in the context of a song they are learning to perform 	<p>Children can:</p> <ul style="list-style-type: none"> ● To create a simple melody using between 3 and 5 notes. ● Plan and create a melody that can be performed within the unit song. ● Talk about how they created their melody. ● Reflect on their melody by thinking about pulse, rhythm, pitch, dynamics and tempo. ● Record their composition using graphic, pictorial or notation. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Present a musical performance that captures an audience. ● To talk about how to present their performance (when to stand/sit) ● Record their performance and talk about what worked well and what they would change.

Years 5 and 6 – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children can:</p> <ul style="list-style-type: none"> ● Recognise that songs and have a message and be able to identify some. ● Compare two songs from the same style talking about their similarities and differences. ● Discuss why they think a piece of music was written. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Sing in unison and in some backing vocals. ● To explore singing solo. ● Recognise when they are “in time” or “out of time.” ● Connect with the emotion of the song. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Play an instrument with some technique. ● Learn an instrumental part that matches their musical challenge. ● To rehearse and perform a part. ● To lead a rehearsal session. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Improvise using instruments in the context of a song they are learning to perform 	<p>Children can:</p> <ul style="list-style-type: none"> ● Create melody using 5 different notes that work rhythmically with the style of music from their unit. ● Explain the structure of the melody. ● Listen and reflect on the developing composition and make decisions about how the melody connects with the song. 	<p>Children can:</p> <ul style="list-style-type: none"> ● Create a performance. ● To talk about venue and how it can be best used. ● To record a performance and compare it to a previous performance/rehearsal. ● To discuss and talk musically and what went well and how it could be improved.

<ul style="list-style-type: none">● Talk about the musical dimensions of a song.● Begin to show a preference to a particular style of music.	<ul style="list-style-type: none">● To experience rapping.● To listen to others and be aware of how they fit into that group.			<ul style="list-style-type: none">● Record the composition using graphic/pictorial/notation.	
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Year One

Rhythm in the way you walk – Reggae
Learn how pulse, rhythm and pitch work together



In the groove
Blues, Latin, Folk, Funk
How to be in the groove with different styles of music



Year Two

Creating and performing using music and dance. Listening to freedom songs from South Africa.



Zootime – Animal songs through reggae



Learning about Pop through friendship songs



Disco, friendship, hope and unity



Music from around the world – Celebrating our differences and being kind to one another



Year Three/ Four

Writing lyrics linked to a theme. Exploring and developing playing skills



More about music that makes me happy! All that Jazz!

Year Five/ Six

Jazz improvisation and composition

Learn about pop ballads and old school hip hop

Create own music inspired by women in the music industry



