



Music Curriculum 2023 - 2024

Curriculum Intent Statement

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

ELGs related to Subject and Topics

Make the links from EYFS into KS1 and KS2

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- 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

		Unit	Year 1		Unit	Year 2	
Autumn	HT1	My Musical Heartbeat	What children will learn: Appropriate use of musical language	What children will be able to do: Understand some musical language	Pulse, Rhythm and Pitch	What children will learn: Appropriate use of musical language	What children will be able to do: Understand appropriate use of musical language

			<p>How feelings can connect with/relate to music.</p> <p>A basic understanding of musical style.</p> <p>Pulse/beat when listening, moving to and performing music</p> <p>Basic differences in pitch (high and low) and note duration (long and short)</p>	<p>Explain how feelings can connect with/relate to music</p> <p>Have a basic understanding of musical style.</p> <p>Identify the pulse/beat in a song</p> <p>Identify high and low pitch and long and short notes</p>		<p>A basic understanding of how feelings can connect with/relate to music</p> <p>A basic understanding of musical style.</p> <p>Pulse/beat when listening, moving to and performing music</p> <p>Basic differences in pitch (high and low) and note duration (long and short)</p>	<p>Explain how feelings can connect with/relate to music</p> <p>Have and show a basic understanding of musical style.</p> <p>Identify the pulse/beat in different songs</p> <p>Identify high and low pitch and long and short notes</p>
	HT2	Dance, Sing and Play!	<p>What children will learn: The basic concepts of improvisation and composition</p> <p>Some basic understanding of the importance of posture and technique when performing</p> <p>How to introduce a performance</p>	<p>What children will be able to do Create short improvisations and compositions</p> <p>Start to explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance</p>	Playing in an Orchestra	<p>What children will learn: The basic concepts of improvisation and composition</p> <p>The importance of posture and technique when performing</p> <p>How to introduce a performance</p>	<p>What children will be able to do Explain and create short improvisations and compositions</p> <p>Explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance</p>
Spring	HT3	Exploring Sounds	<p>What children will learn: Appropriate use of musical language</p>	<p>What children will be able to do Understand most musical language</p>	Inventing a Musical Story	<p>What children will learn: Appropriate use of musical language</p>	<p>What children will be able to do Understand appropriate use of musical language</p>

			<p>A basic understanding of how feelings can connect with/relate to music</p> <p>A basic understanding of musical style</p> <p>An awareness of pulse/beat when listening, moving to and performing music</p> <p>Some differences in pitch (high and low) and note duration (long and short)</p>	<p>Explain how feelings can connect with/relate to music</p> <p>Have some understanding of musical style</p> <p>Identify the pulse/beat in different songs</p> <p>Identify high and low pitch and long and short notes</p>		<p>How different feelings can connect with/relate to music</p> <p>A good understanding of musical style</p> <p>Knowledge of pulse/beat when listening, moving to and performing music</p> <p>Differences in pitch (high and low) and note duration (long and short)</p>	<p>Explain how different feelings can connect with/relate to music</p> <p>Have and show a good understanding of musical style</p> <p>Identify the pulse/beat in many songs</p> <p>Identify high and low pitch and long and short notes</p>
HT4	Learning to Listen	<p>What children will learn: Basic concepts of improvisation and composition</p> <p>The importance of posture and technique when performing</p> <p>How to introduce a performance</p>	<p>What children will be able to do Explain and create short improvisations and compositions</p> <p>Explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance with some confidence</p>	Recognising Different Sounds	<p>What children will learn: The concept of improvisation and composition</p> <p>The importance of posture and technique when performing and this themselves</p> <p>How to introduce performances</p>	<p>What children will be able to do Explain and develop short improvisations and compositions</p> <p>Understand and explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance with some confidence</p>	

Summer	HT5	Having Fun with Improvisation	<p>What children will learn: Appropriate use of musical language (including basic musical elements) How feelings can connect with/relate to music</p> <p>A good understanding of musical style</p> <p>Pulse/beat when listening, moving to and performing music</p> <p>The differences in pitch (high and low) and note duration (long and short)</p>	<p>What children will be able to do Understand most musical language in context Explain how different feelings can connect with/relate to music</p> <p>Have and show a good understanding of musical style</p> <p>Identify the pulse/beat in many songs</p> <p>Identify high and low pitch and long and short notes</p>	Exploring Improvisation	<p>What children will learn: Understands musical language (including basic musical elements) Understands that feelings can connect with/relate to music</p> <p>Understands different musical styles</p> <p>Pulse/beat when listening, moving to, and performing music</p> <p>Many differences in pitch (high and low) and note duration (long and short)</p>	<p>What children will be able to do Understand appropriate use of musical language Explain confidently how different feelings can connect with/relate to music</p> <p>Have a good understanding of different musical styles</p> <p>Identify the pulse/beat in many songs</p> <p>Identify high and low pitch and long and short notes</p>
	HT6	Let's Perform Together!	<p>What children will learn: The concept of improvisation and composition</p> <p>The importance of posture and technique when performing</p>	<p>What children will be able to do Explain and develop short improvisations and compositions</p> <p>Understand and explain the importance of posture</p>	Our Big Concert	<p>What children will learn: Improvisation and composition and the difference between them</p> <p>The importance of posture and technique</p>	<p>What children will be able to do Explain and develop short improvisations and compositions</p> <p>Understand and explain the importance of posture</p>

			How to introduce performances	and technique when performing Take part in a performance with confidence		when performing and explain why How to introduce performances	and technique when performing with confidence Take part in a performance with confidence
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		Unit	Year 3		Unit	Year 4	
Autumn	HT1	Writing Music Down	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe feelings as they relate to music</p> <p>Some musical style and have a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen</p> <p>Which notes to use when composing and improvising with the song</p>	<p>What children will be able to do Understand and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music</p> <p>Identify musical styles and be aware of cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and/or ear</p> <p>Begin to use appropriate notes when composing and improvising a song</p>	Musical Structures	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe feelings as they relate to music in different contexts</p> <p>A good understanding of musical style and have a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen with some confidence</p> <p>Which notes to use when composing and</p>	<p>What children will be able to do Have a good understanding and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music in different contexts</p> <p>Identify musical styles and be aware of many cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and ear</p> <p>Use appropriate notes when composing and improvising a song</p>

			Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs		improvising with the song Pulse/beat when listening, moving to, and performing music	with some confidence Identify the pulse/beat in most songs
HT2	Playing in a Band	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Connections between the music encountered and the Social Theme</p> <p>Learning from the Musical Spotlight A performance with context</p>	<p>What children will be able to do Begin to create a four or six-bar melody</p> <p>Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important</p> <p>Begin to make connections between the music encountered and the Social theme</p> <p>Begin applying learning from the Musical Spotlight begin to introduce a performance with context</p>	Exploring Feelings When You Play	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Connections between the music encountered and the Social Theme</p> <p>Learning from the Musical Spotlight A performance with context</p>	<p>What children will be able to do Create a four or six-bar melody with some confidence</p> <p>Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important when performing</p> <p>Begin to make connections between the music encountered and the Social theme with some confidence</p> <p>Begin applying learning from the Musical Spotlight with some confidence</p>	

							Begin to introduce a performance with context with some confidence
Spring	HT3	Composing Using Your Imagination	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe feelings as they relate to music in different contexts</p> <p>A good understanding of musical style and have a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen with some confidence</p> <p>Which notes to use when composing and improvising with the song</p>	<p>What children will be able to do Have a good understanding and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music in different contexts</p> <p>Identify musical styles and be aware of many cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and ear</p> <p>Use appropriate notes when composing and improvising a song with some confidence</p>	Compose With Your Friends	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a range of feelings as they relate to music in many different contexts</p> <p>A secure understanding of the musical style and a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen, playing by ear or with the notation provided</p> <p>Which notes to use when composing and improvising with the song with confidence</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts</p> <p>Identify musical styles and be aware of many cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and ear with confidence</p> <p>Use appropriate notes when composing and improvising a song with confidence</p>

			Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs		Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs with confidence
HT4	More Musical Styles	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Connections between the music encountered and the Social Theme Learning from the Musical Spotlight</p>	<p>What children will be able to do Create a four or six-bar melody with some confidence</p> <p>Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important when performing</p> <p>Begin to make connections between the music encountered and the Social theme with some confidence Begin applying learning from the Musical Spotlight with some confidence</p>	Feelings Through Music	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Good connections between the music encountered and the Social Theme</p> <p>A range of learning from the Musical Spotlight</p>	<p>What children will be able to do Create a four or six-bar melody with confidence</p> <p>Have a secure understanding and explain the importance of posture and technique when performing</p> <p>Understand dictation with some confidence and why it is important when performing</p> <p>Make connections between the music encountered and the Social theme with some confidence Apply learning from the Musical Spotlight with confidence</p>	

			A performance with context	Begin to introduce a performance with context with some confidence		A performance with context	Introduce a performance with context with confidence
Summer	HT5	Enjoying Improvisation	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a range of feelings as they relate to music in many different contexts</p> <p>A secure understanding of the musical style and a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen, playing by ear or with the notation provided</p> <p>Which notes to use when composing and</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts</p> <p>Identify musical styles and be aware of many cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and ear with confidence</p> <p>Use appropriate notes when composing and</p>	Expression and Improvisation	<p>What children will learn: Appropriate application of musical language (including musical elements)</p> <p>How to understand and describe a range of feelings as they relate to music in many different contexts with confidence</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Which notes to use when composing and improvising with a range of songs</p> <p>Securely apply which notes to use when composing and</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and many cultural and historical connections to music</p> <p>Identify which notes to use when composing and improvising with some confidence</p> <p>Securely use appropriate notes</p>

			<p>improvising with the song with confidence</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>improvising a song with confidence</p> <p>Identify the pulse/beat in most songs with confidence</p>		<p>improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>when composing and improvising a song</p> <p>Securely identify the pulse/beat in most songs with confidence</p>
HT6	Opening Night	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Good connections between the music encountered and the Social Theme</p> <p>A range of learning from the Musical Spotlight</p>	<p>What children will be able to do Create a four or six-bar melody with confidence</p> <p>Have a sound understanding of the importance of posture and technique when performing Understand dictation with confidence and why it is important when performing</p> <p>Make good connections between the music encountered and the Social theme with some confidence</p> <p>Apply learning from the Musical Spotlight with confidence</p>	The Show Must Go on!	<p>What children will learn: A four and six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the Social Theme</p> <p>A range of learning from the Musical Spotlight</p>	<p>What children will be able to do Securely create a four or six-bar melody</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p>	

			A performance with context	Introduce a performance with context with confidence		A performance with context	Introduce some performances with context
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		Topic	Year 5	Year 6	Topic	Year 6	Year 6
Autumn	HT1	Melody and Harmony in Music	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and many cultural and historical connections to music</p> <p>Identify which notes to use when composing and improvising with some confidence</p>	Music and Technology	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with some confidence</p> <p>Identify which notes to use when composing and improvising with confidence</p>

			<p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Securely use appropriate notes when composing and improvising a song</p> <p>Begin to use expression when performing a song</p> <p>Securely identify the pulse/beat in most songs with confidence</p>		<p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Securely use appropriate notes when composing and improvising a song</p> <p>Use expression when performing a song with some confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>
HT2	Sing and Play in Different Styles	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the</p>	<p>What children will be able to do Securely create a four or six-bar melody Begin to create an eight-bar melody</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the</p>	Developing Ensemble Skills	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with some confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the</p>	

			<p>Social Theme with some confidence</p> <p>A good range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections</p>		<p>Social Theme with some confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence</p>
Spring	HT3	Composing and Chords	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with some confidence</p>	Creative Composition	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with confidence</p>

		<p>connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p> <p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song</p> <p>Use expression when performing a song with some confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>		<p>connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p> <p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song</p> <p>Use expression when performing a song with confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>
HT4	Enjoying Musical Styles	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with some confidence</p> <p>Have a solid understanding of the importance of posture</p>	Musical Styles Connect Us	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture</p>

			<p>Secure connections between the music encountered and the Social Theme with some confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence</p>		<p>Secure connections between the music encountered and the Social Theme with some confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with confidence</p>
Summer	HT5	Freedom to Improvise	<p>What children will learn: Appropriate use of musical language (including musical elements)</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings</p>	Improvising with Confidence	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p>

		<p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with confidence</p> <p>Identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song Use expression when performing a song with confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>		<p>contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with confidence</p> <p>Securely identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song Use expression when performing a song with confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>
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							Securely create a four, six or eight-bar melody
	HT6	Battle of the Bands!	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the Social Theme with confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, demonstrating understanding of the</p>	Farewell Tour	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the Social Theme with confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, demonstrating understanding of the</p>

				song, the learning process, and any other relevant connections with confidence			song, the learning process, and any other relevant connections with confidence
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