

Eagles Music Curriculum

Knowledge & Skills – Year 5

Unit	1	2	3	4	5	6
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	Bossa Nova B, A + G	C		F	Revise existing
One Note	G	Swing D, E, G, A + B	C	A	F	
Easy Part	G, A + B		C F	D + A	G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer						
Bronze	G	n/a	C	D	F	Revise existing
Silver	G + A	n/a	C + D	D + E	F + G	
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A	
Unit	1	2	3	4	5	6
Improvisation						
Bronze Challenge 1	Play and Copy Back Copy back using instruments. Use 1 note: G	Bossa Nova B, A + G Swing D, E, G, A + B	Play and Copy back Copy back using instruments. Use 1 note: C	Play and Copy back Copy back using instruments. Use 1 note: D	Play and Copy back Copy back using instruments. Use 1 note: D	Revise existing
Bronze Challenge 2	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: G		Play and Improvise Question and Answer using instruments. Use 1 note in your answer: C	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D	
Bronze Challenge 3	Improvise! Take it in turns to improvise using 1 note: G		Improvise! Take it in turns to improvise using 1 note: C	Improvise! Take it in turns to improvise using 1 note: D	Improvise! Take it in turns to improvise using 1 note: D	
Silver Challenge 1	Play and Copy back Copy back using instruments. Use 2 notes: G and A		Play and Copy back Copy back using instruments. Use 2 notes: C and D	Play and Copy back Copy back using instruments. Use 2 notes: D and E	Play and Copy back Copy back using instruments. Use 2 notes: D and E	
Silver Challenge 2	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: G and A		Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: C and D	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E	
Silver Challenge 3	Improvise! Take it in turns to improvise using 2 notes: G and A		Improvise! Take it in turns to improvise using 2 notes: C and D	Improvise! Take it in turns to improvise using 2 notes: D and E	Improvise! Take it in turns to improvise using 2 notes: D and E	
Gold Challenge 1	Play and Copy back Copy back using instruments. Use 3 notes: G, A and B		Play and Copy back Copy back using instruments. Use 3 notes: C, D and E	Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	
Gold Challenge 2	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: G, A and B		Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: C, D and E	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F	
Gold Challenge 3	Improvise! Take it in turns to improvise using 3 notes: G, A and B		Improvise! Take it in turns to improvise using 3 notes: C, D and E	Improvise! Take it in turns to improvise using 3 notes: D, E and F	Improvise! Take it in turns to improvise using 3 notes: D, E and F	
Composing						
Starting notes	G	n/a	C	D	C	Revise existing
Easy option	G, A + B	n/a	C, D + E	D, E + F	C, D + E	
Harder option	G, A, B, D + E	n/a	C, D, E, F + G	D, E, F, G + A	C, D, E, F + G	

Supporting Songs and Styles

1	2	3	4	5	6
Livin' on a Prayer by Bon Jovi	Classroom Jazz by Ian Gray	To Make You Feel My Love sung by Adele	Fresh Prince of Bel-Air rapped by Will Smith	Dancing in the Street sung by Martha and The Vandellas	Reflect, Rewind & Replay
Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	Music from <i>Compline</i> – Traditional – Early Music Dido and Aeneas: <i>Overture</i> by Henry Purcell – Baroque <i>Symphony No. 5 in C minor (allegro con brio)</i> by Ludwig Van Beethoven – Classical <i>Minute Waltz in D-flat</i> by Chopin – Romantic <i>Central Park in the Dark</i> by Charles Edward Ives – 20th Century <i>Clapping Music</i> by Steve Reich – Contemporary

Listen and Appraise

Knowledge	Skills
<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 in the songs ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ● 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. ● 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.

Games

Knowledge	Skills
Know and be able to talk about: <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 	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes

Singing

Knowledge	Skills
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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 	<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'.

Playing

Knowledge	Skills
<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 	<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.

Improvisation

Knowledge	Skills
<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 ● 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 	<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> <ol style="list-style-type: none"> 1. Play and Copy Back <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. 2. Play and Improvise You will be using up to three notes: <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 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: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>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>

Composition

Knowledge	Skills
<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 	<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).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● 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...?"

Games

Knowledge	Skills
<p>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 to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes

Knowledge & Skills – Year 6

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music

Instrumental Parts						
Key	D (mixolydian on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
Warm-up Games Rhythm and Pitch Copy back and Question and Answer			Warm-up games pulse, rhythm and pitch	Warm-up Games Rhythm and Pitch Copy back and Question and Answer	n/a	Revise existing
Bronze	A	n/a	Learn to clap some of the the rhythms used in the song Learn some musical phrases that you will sing in the song	A	n/a	Revise existing
Silver	A + G	n/a		A + G		
Gold	A, G + B	n/a		A, G + E		

Unit	1	2	3	4	5	6
Improvisation						
Bronze Challenge 1	Play and Copy back Copy back using instruments. Use 1 note: A	Bacharach Anorak C, D, E, F, G, A, B + C Meet the Blues C, Bb, G, F + C	n/a	Play and Copy back Copy back using instruments. Use 1 note: A	n/a	Revise existing
Bronze Challenge 2	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: A			Play and Improvise Question and Answer using instruments. Use 1 note in your answer: A	n/a	
Bronze Challenge 3	Improvise! Take it in turns to improvise using 1 note: A			Improvise! Take it in turns to improvise using 1 note: A	n/a	
Silver Challenge 1	Play and Copy back Copy back using instruments. Use 2 notes: A and G			Play and Copy back Copy back using instruments. Use 2 notes: A and G	n/a	
Silver Challenge 2	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G			Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G	n/a	
Silver Challenge 3	Improvise! Take it in turns to improvise using 2 notes: A and G			Improvise! Take it in turns to improvise using 2 notes: D and E	n/a	
Gold Challenge 1	Play and Copy back Copy back using instruments. Use 3 notes: A, G and B			Play and Copy back Copy back using instruments. Use 3 notes: A, G and E	n/a	
Gold Challenge 2	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and B			Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and E	n/a	
Gold Challenge 3	Improvise! Take it in turns to improvise using 3 notes: A, G and B			Improvise! Take it in turns to improvise using 3 notes: A, G and E	n/a	

Unit	1	2	3	4	5	6
Composing						
Starting notes	A	n/a	n/a	E	n/a	Revise existing
Easy option	A, G + B	n/a	n/a	E, G + A	n/a	
Harder option	C, E, G, A + B	n/a	n/a	E, G, A, C + D	n/a	

Supporting Songs and Styles

1	2	3	4	5	6
Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Hip Hop, Classical, Electronic, Soul, Contemporary	Classical
<p>Top Of The World sung by The Carpenters</p> <p>Don't Worry, Be Happy sung by Bobby McFerrin</p> <p>Walking On Sunshine sung by Katrina And The Waves</p> <p>When You're Smiling sung by Frank Sinatra</p> <p>Love Will Save The Day sung by Brendan Reilly</p>	<p>Take The 'A' Train by Duke Ellington</p> <p>Speaking My Peace by H. Parlan</p> <p>Back 'O'Town Blues by Earl Hines</p> <p>One 'O' Clock Jump by Count Basie</p>	<p>I Mun Be Married on Sunday</p> <p>Fishing Song</p>	<p>The Loco-Motion sung by Little Eva</p> <p>One Fine Day sung by The Chiffons</p> <p>Up On The Roof sung by The Drifters</p> <p>Will You Still Love Me Tomorrow</p> <p>(You Make Me Feel Like) A Natural Woman sung by Carole King</p>	<p>Something Helpful by Anna Meredith</p> <p>O by Shiva Feshareki</p> <p>V-A-C Moscow by Shiva Feshareki</p> <p>Heroes & Villains by Eska</p> <p>Shades Of Blue by Eska</p> <p>And! by Afrodeutsche</p> <p>The Middle Middle by Afrodeutsche</p>	<p>L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music</p> <p>Armide Overture by Jean-Baptiste Lully – Baroque</p> <p>The Marriage of Figaro: Overture by Mozart – Classical</p> <p>Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic</p> <p>Sonata for Horn in F by Paul Hindemith – 20th century</p> <p>Homelands by Nitin Sawhney – Contemporary</p>

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> ● To know five 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: <ul style="list-style-type: none"> ○ 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, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity 	<ul style="list-style-type: none"> ● 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 words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.

Games

Knowledge	Skills
<p>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 to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes

Singing

Knowledge	Skills
<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● 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'.

Playing

Knowledge	Skills
<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 staff ● The instruments they might play or be played in a band or orchestra or by their friends 	<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.

Improvisation

Knowledge	Skills
<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 ● 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, two or three 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 and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians 	<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> <ol style="list-style-type: none"> 1. Play and Copy Back <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. 2. Play and Improvise You will be using up to three notes: <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 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: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>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>

Composition

Knowledge	Skills
<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 	<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).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● 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...?"