



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

WHOLE SCHOOL MUSIC CURRICULUM PROGRESSION

Music Intent :

Following the national curriculum for music our intent is that all our children : -

- 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.

Substantive Knowledge : -

- To know how to use components of composition eg notes
- To have knowledge of pitch, texture, tempo, structure, timbre, dynamics and duration in music
- To be able to listen to different genres of music and to have some knowledge of musical culture and history.

Disciplinary knowledge : -

- To know how to control sound through the use of voice, instrument or music technology.
- To explore music through listening, playing, composing and performing

EYFS – Our Music curriculum learning journey begins in the EYFS expressive arts and design curriculum.

ELG :

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

The children will explore these skills and knowledge through a variety of means – weekly music sessions, opportunities through continuous provision, linked learning such as drama and dance, external links with NPMAT, teaching linked to charanga units, opportunities to perform and watch performances. Please refer to the footsteps planning document for more detail.

ADVENT TERM UNITS

YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
EYFS	Charanga – Me! <ul style="list-style-type: none">• I can listen and respond to music using movement.• I can find the beat by clapping or tapping.• I can copy simple rhythm patterns.• I can explore high and low sounds with my voice.• I can join in with singing familiar songs and rhymes.• I can sing action songs with others.• I can use music to express myself.• I can enjoy making music with my friends.• I can share and perform songs in a small group.	<ul style="list-style-type: none">• beat• pulse• rhythm• high• low• sing• song• action song• clap• tap• move
Year 1	Charanga – Hey You <ul style="list-style-type: none">• I can listen to hip hop music and talk about what I hear.• I can find and keep a steady beat.• I can copy and clap simple rhythms.• I can copy back short pitch patterns using my voice.• I can sing and rap with confidence and enjoyment.• I can move my body in time with the music.• I can play simple notes on an instrument with a song.• I can improvise simple rhythms or melodies.• I can help create a short musical idea with others.	<ul style="list-style-type: none">• hip hop• rap• beat• pulse• rhythm• pitch• tempo• groove• improvise• compose

	<ul style="list-style-type: none"> • I can follow instructions when singing and playing together. • I can perform a song from start to finish as part of a group. 	<ul style="list-style-type: none"> • perform
Year 2	<p>Charanga – Hands, Feet, Heart</p> <ul style="list-style-type: none"> • I can listen to music from South Africa and talk about how it sounds. • I can recognise when music comes from a different culture. • I can find and keep a steady pulse. • I can copy and clap simple rhythms. • I can sing back short pitch patterns. • I can sing <i>Hands, Feet, Heart</i> with confidence and enjoyment. • I can add actions and movement to a song. • I can play simple notes on an instrument with a song. • I can improvise simple musical ideas using my voice or an instrument. • I can help create a short piece of music with others. • I can perform a song from start to finish as part of a group. 	<ul style="list-style-type: none"> • pulse • beat • rhythm • pitch • tempo • dynamics • melody • improvise • compose • perform • world music • South African music
Year 3	<p>Charanga – Let your spirit fly</p> <ul style="list-style-type: none"> • I can listen to R&B music and describe its style and feel. • I can talk about the message and mood of a song. • I can find and keep a steady pulse. • I can copy back rhythms and pitch patterns accurately. • I can sing <i>Let Your Spirit Fly</i> confidently and in tune. • I can sing a second vocal part with others. • I can play an instrumental part using one or two notes. • I can improvise short musical ideas using my voice or an instrument. • I can use question-and-answer patterns when improvising. • I can help compose a short piece of music using a small number of notes. • I can listen to others and perform well as part of a group 	<ul style="list-style-type: none"> • R&B • pulse • rhythm • pitch • tempo • dynamics • melody • harmony • improvisation • composition • ensemble
Year 4	<p>Charanga – Mamma Mia</p> <ul style="list-style-type: none"> • I can listen to pop music from the 1970s and describe its style. • I can talk about the structure of a pop song. 	<ul style="list-style-type: none"> • pop • pulse • rhythm

	<ul style="list-style-type: none"> • I can find and keep a steady pulse. • I can copy back rhythms and pitch patterns. • I can sing <i>Mamma Mia</i> confidently and in tune. • I can sing a second vocal part with others. • I can add movement or choreography to a song. • I can play a simple instrumental part with the song. • I can improvise short musical ideas using a few notes. • I can help compose a short piece of music. • I can perform a complete song confidently as part of a group. 	<ul style="list-style-type: none"> • pitch • tempo • dynamics • melody • harmony • verse • chorus • improvise • compose
Year 5	<p>Charanga – Livin' on a Prayer</p> <ul style="list-style-type: none"> • I can listen to classic rock music and describe its features. • I can recognise how rhythm and melody work together in rock music. • I can find and keep a steady pulse independently. • I can copy back and perform complex rhythms. • I can sing <i>Livin' on a Prayer</i> confidently and in tune. • I can sing backing vocals as part of a group. • I can play an instrumental part using up to three notes. • I can improvise musical ideas using question-and-answer patterns. • I can help compose a short piece of music using rhythm and pitch. • I can keep my part going while others perform different parts. • I can perform confidently as part of an ensemble. 	<ul style="list-style-type: none"> • rock • classic rock • pulse • rhythm • pitch • tempo • melody • harmony • riff • improvisation • composition • ensemble
Year 6	<p>Charanga –Happy</p> <ul style="list-style-type: none"> • I can listen to pop and soul music and describe its style. • I can explain how music can show feelings and emotions. • I can recognise how tempo and dynamics affect mood. • I can find and keep a steady pulse independently. • I can clap and perform complex rhythms accurately. • I can sing back pitch patterns accurately. 	<ul style="list-style-type: none"> • pop • soul • pulse • rhythm • pitch • tempo • dynamics

	<ul style="list-style-type: none"> • I can sing <i>Happy</i> confidently and in tune. • I can sing a second vocal part as part of a group. • I can play an instrumental part using up to three notes. • I can improvise musical ideas using question-and-answer patterns. • I can compose a short piece of music using rhythm and pitch. • I can listen to others and adjust my performance when needed. • I can perform confidently as part of an ensemble. 	<ul style="list-style-type: none"> • melody • harmony • structure • improvise • compose • ensemble
Lent Term Units		
YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
EYFS	<p>Charanga – Everyone!</p> <ul style="list-style-type: none"> • I can listen to different types of music and respond in my own way. • I can join in with songs and action songs. • I can move my body to music in different ways. • I can copy simple rhythms using my hands or body. • I can explore high and low sounds with my voice. • I can make my own sounds using instruments. • I can sing along with familiar nursery rhymes. • I can enjoy making music with other children. • I can take turns and share instruments. • I can perform songs and music to others. <p>Our World</p> <ul style="list-style-type: none"> • I can listen to music from different places around the world. • I can respond to music by moving my body. • I can find the beat by clapping or tapping. • I can copy simple rhythms. • I can explore making sounds with my voice. • I can explore making sounds with instruments. • I can sing along with nursery rhymes and action songs. • I can make up my own sounds to match music. 	<ul style="list-style-type: none"> • sing • play • move • beat • rhythm • high • low • loud • quiet • action song • nursery rhyme • beat • rhythm • high • low • loud • quiet • sing • play • instruments • world music

	<ul style="list-style-type: none"> • I can enjoy making music with other children. • I can perform songs and music to others. 	
Year 1	<p>Charanga – In the Groove</p> <ul style="list-style-type: none"> • I can listen to music from different styles and talk about what I hear. • I can find and keep a steady beat (pulse) using my body and instruments. • I can copy and perform simple rhythms by clapping and playing. • I can recognise when the music is fast or slow. • I can recognise when the music is loud or quiet. • I can sing songs with confidence and enjoyment. • I can play simple instruments with others. • I can copy back short musical patterns by ear. • I can make up my own simple musical ideas using my voice or an instrument. • I can perform music as part of a group, showing awareness of others. <p>Rhythm in the Way/Banana Rap</p> <ul style="list-style-type: none"> • I can listen to live and recorded music and talk about what I hear. • I can find and keep a steady beat (pulse) using my body and voice. • I can copy and perform simple rhythms by clapping and moving. • I can use my voice to sing and rap with confidence and enjoyment. • I can recognise when sounds are high or low. • I can follow simple instructions to sing, move and perform together. • I can add actions and movement to music. • I can perform a song from start to finish as part of a group. • I can show awareness of others when performing together. 	<ul style="list-style-type: none"> • pulse • rhythm • pitch • melody • harmony • chorus • verse • structure • improvise • compose • ensemble • world music <ul style="list-style-type: none"> • pulse • beat • rhythm • fast / slow • loud / quiet • high / low • rap • pitch • tempo • movement • action song • perform • audience

Year 2	<p>Charanga – I wanna play in a band</p> <ul style="list-style-type: none"> • I can listen to rock music and talk about what I hear. • I can recognise when music is loud, quiet, fast, or slow. • I can describe the sound and style of rock music. • I can find and keep a steady beat. • I can copy and clap back simple rhythms. • I can sing back short pitch patterns. • I can sing <i>I Wanna Play in a Band</i> with confidence. • I can sing in time with the music. • I can play simple notes on an instrument in time with a song. • I can improvise short musical ideas using my voice or an instrument. • I can help compose a simple piece of music using a few notes. • I can listen to others when playing in a band. • I can keep my part going while others perform different parts. • I can perform confidently as part of a group. <p>Zootime</p> <ul style="list-style-type: none"> • I can listen to reggae music and talk about how it sounds. 	<ul style="list-style-type: none"> • rock music • pulse • rhythm • beat • pitch • melody • instrument • band • improvise • compose • perform • ensemble • reggae • pulse • beat • rhythm • pitch • melody • tempo • dynamics • movement • improvise • Perform <ul style="list-style-type: none"> • reggae • pulse • beat • rhythm
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	<ul style="list-style-type: none"> • I can describe the mood and style of the music. • I can recognise a steady beat in reggae music. • I can find and keep a steady pulse. • I can clap and copy simple rhythms. • I can sing back short pitch patterns. • I can sing <i>Zootime</i> with confidence and enjoyment. • I can add actions and movement to a song. • I can move in time with the music. • I can play simple notes on an instrument to accompany a song. • I can improvise simple musical ideas using my voice or an instrument. • I can help compose a short piece of music using a few notes. • I can perform a song from start to finish as part of a group. • I can show awareness of others when performing together. 	<ul style="list-style-type: none"> • pitch • melody • tempo • dynamics • movement • improvise • perform
Year 3	<p>Charanga – Three Little Birds</p> <ul style="list-style-type: none"> • I can listen to reggae music and describe its style and feel. • I can talk about the meaning and message of the song. • I can recognise a steady beat in reggae music. • I can find and keep a steady pulse. • I can clap back and copy rhythms with increasing accuracy. • I can sing back pitch patterns using my voice. • I can sing <i>Three Little Birds</i> confidently and in tune. • I can sing a second vocal part with others. • I can add movement or actions to a song. • I can play simple notes on an instrument to accompany a song. • I can improvise short musical ideas using one or two notes. • I can help compose a short piece of music using a few notes. • I can listen carefully to others when playing or singing together. • I can perform a complete song confidently as part of a group. 	<ul style="list-style-type: none"> • reggae • pulse • rhythm • off-beat • pitch • melody • harmony • tempo • dynamics • improvise • compose • pulse

	<p>The Dragon Song</p> <ul style="list-style-type: none"> • I can listen carefully to a song that tells a story. • I can talk about the meaning and message of the song. • I can recognise music from different cultures around the world. • I can find and keep a steady pulse. • I can copy back rhythms and pitch patterns. • I can sing back longer musical phrases. • I can sing <i>The Dragon Song</i> with confidence and expression. • I can sing different vocal parts as part of a group. • I can use movement, drama, or actions to help tell the story of a song. • I can play simple notes on an instrument during the chorus. • I can improvise short musical ideas using a small group of notes. • I can help compose a short piece of music to fit a song. • I can listen to others and take turns when performing. • I can help create and perform a musical story as part of a group. 	<ul style="list-style-type: none"> • rhythm • pitch • melody • harmony • verse • chorus • structure • world music • cultural music • improvise • compose • ensemble
Year 4	<p>Charanga – Stop!</p> <ul style="list-style-type: none"> • I can listen to live and recorded music from different styles and cultures. • I can identify and discuss the pulse (steady beat) and rhythm in music. • I can identify and describe the tempo, dynamics, and melody of music. • When listening to music, I can identify and discuss: <ul style="list-style-type: none"> ◦ duration – beat, rhythm, longer, shorter ◦ dynamics – forte (loud), piano (quiet) • I can recognise and describe musical structure, including: <ul style="list-style-type: none"> ◦ Introduction, verse, chorus ◦ Repetition ◦ Question and answer phrases • I can maintain a steady beat or rhythmic pattern while others perform different rhythms. • I can copy back short rhythmic and melodic phrases by ear using my voice and instruments. • I can use my voice confidently to sing and rap, keeping in time with the music. • I can create and perform my own rap lyrics to fit a given backing track. 	<ul style="list-style-type: none"> • rap • hip hop • grime • pulse • beat • rhythm • pitch • tempo • groove • lyrics • rhyme • structure • compose

	<ul style="list-style-type: none"> • I can combine words, rhythm, and musical expression to communicate ideas and messages. • I can combine music with movement to enhance a performance. • I can perform as part of a group, showing awareness of others and confidence when sharing my work. <p>Lean on me</p> <ul style="list-style-type: none"> • I can listen to live and recorded music from different styles and traditions, including gospel and classical music. • I can identify and discuss the pulse (steady beat) and rhythm in music. • I can identify and describe tempo, dynamics, and melody in the music I hear. • When listening to music, I can identify and discuss: <ul style="list-style-type: none"> ◦ Duration – beat, rhythm, longer, shorter, sustained sounds ◦ Dynamics – forte (loud) and piano (quiet) • I can recognise and describe musical structure, including: <ul style="list-style-type: none"> ◦ Introduction, verse, chorus, and bridge ◦ Repetition ◦ Question and answer phrases • I can sing confidently with accuracy of pitch, keeping in time with others. • I can play a simple instrumental part by ear and with notation. • I can maintain a rhythmic or melodic ostinato while others perform different parts. • I can copy back short rhythmic and melodic phrases by ear using my voice and instruments. • I can improvise using one, two or three notes, responding to a musical question. • I can create a short musical composition using a limited number of notes. • I can perform my music with confidence, expression, and awareness of others. 	<ul style="list-style-type: none"> • perform <ul style="list-style-type: none"> • soul • gospel • pulse • rhythm • pitch • melody • harmony • tempo • dynamics • call and response • improvise • compose • lyrics • structure
Year 5	<ul style="list-style-type: none"> • Charanga – Classroom Jazz 1 • I can listen to jazz music and describe how it sounds. • I can recognise that jazz music often includes improvisation. • I can learn and play a simple jazz tune (the head). • I can play a short sequence of notes accurately on my instrument. 	<ul style="list-style-type: none"> • jazz • swing • bossa nova • pulse • beat

	<ul style="list-style-type: none"> • I can keep a steady pulse while playing. • I can improvise simple musical ideas using a small number of notes. • I can build on my improvisation skills over time. • I can take turns when improvising with others. • I can listen carefully to other musicians while playing. • I can play different sections of a tune, such as the head and middle 8. • I can perform a jazz piece as part of a group. • I can show confidence when performing improvised music. <p>Make you feel my love</p> <ul style="list-style-type: none"> • I can listen to a pop ballad and describe its mood and style. • I can compare different versions of the same song. • I can identify how tempo, dynamics, and lyrics affect the mood of a song. • I can find and keep a steady pulse. • I can clap back and perform rhythms accurately. • I can copy back pitch patterns using my voice or an instrument. • I can sing <i>Make You Feel My Love</i> with expression and control. • I can sing confidently as part of a group. • I can add movement or simple choreography to support a performance. • I can play a musical part on an instrument in time with the song. • I can improvise short melodies using a small group of notes. • I can respond musically using question-and-answer patterns. • I can help compose a short piece of music using rhythm and pitch. • I can listen carefully and adjust my performance when playing with others. • I can perform a complete song confidently as part of an ensemble. 	<ul style="list-style-type: none"> • rhythm • pitch • tune • head • middle 8 • improvise / improvisation • ensemble • performance • pop ballad • tempo • dynamics • pitch • melody • harmony • expression • accompaniment • improvise • compose • structure
Year 6	<p>Charanga – The Fresh Prince of Bel-Air</p> <ul style="list-style-type: none"> • I can listen to hip hop music and describe its style and features. • I can recognise how rhythm, pulse, and lyrics work together in hip hop. 	<ul style="list-style-type: none"> • hip hop • rap

	<ul style="list-style-type: none"> • I can find and keep a steady pulse independently. • I can clap back and perform rhythms accurately. • I can copy back pitch patterns using my voice or an instrument. • I can sing or rap <i>The Fresh Prince of Bel Air</i> confidently and in time. • I can add movement or actions to support a performance. • I can play a musical part on an instrument using one, two, or three notes. • I can improvise short musical ideas using question-and-answer patterns. • I can improvise rhythms or melodies using a small number of notes. • I can help compose a short piece of music using rhythm and pitch. • I can listen to others and respond when performing together. • I can perform confidently as part of a group. <p>You've got a friend</p> <ul style="list-style-type: none"> • I can listen to music by Carole King and describe its style and mood. • I can talk about the message of friendship in the song. • I can recognise how lyrics, melody, and harmony work together. • I can find and keep a steady pulse. • I can copy back rhythms and pitch patterns accurately. • I can sing <i>You've Got a Friend</i> confidently and with expression. • I can sing a second vocal harmony part as part of a group. • I can add movement or expression to support a performance. • I can play an instrumental part using one, two, or three notes. • I can improvise musical ideas using a small group of notes. • I can use question-and-answer patterns when improvising. • I can help compose a short piece of music to fit within a song. • I can listen carefully and adjust my part when performing with others. • I can perform a complete song confidently as part of an ensemble. 	<ul style="list-style-type: none"> • beat • pulse • rhythm • groove • pitch • loop • improvise • compose • performance <ul style="list-style-type: none"> • melody • harmony • chord • structure • verse • chorus • bridge • coda • pulse • rhythm • improvise • compose
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Pentecost Term Units

YEAR	KEY KNOWLEDGE	KEY VOCABULARY
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KEY SKILLS	
EYFS	<p>Charanga Big Bear Funk</p> <ul style="list-style-type: none"> • I can listen to music and show enjoyment by moving or joining in. • I can move my body to the beat of the music. • I can copy simple rhythms by clapping or tapping. • I can explore making sounds with my voice. • I can explore making sounds with instruments. • I can join in with singing parts of a song. • I can respond to music by dancing and moving freely. • I can make up my own sounds while music is playing. • I can take turns when making music with others. • I can share and perform music with others.
Year 1	<p>Charanga – Your Imagination</p> <ul style="list-style-type: none"> • I can listen to music and talk about how it makes me feel. • I can find and keep a steady beat, using movement and body percussion. • I can copy back simple rhythms and melodies using my voice. • I can sing a song with confidence and enjoyment. • I can use movement and actions to help express the music. • I can play a simple instrumental part, using one or more notes. • I can improvise by clapping, singing, or playing simple musical ideas. • I can help to create a simple musical pattern or composition. • I can perform as part of a group, showing focus and cooperation.

Year 2	<p>Charanga – The Friendship Song</p> <ul style="list-style-type: none"> • I can find and keep a steady pulse. • I can clap back simple rhythms. • I can listen and sing back short patterns using my voice. • I can sing the <i>Friendship Song</i> with confidence and enjoyment. • I can sing different parts of a song with others. • I can perform a song from start to finish as part of a group. • I can play simple notes on an instrument to accompany a song. • I can improvise simple rhythms or melodies using my voice or an instrument. • I can help create a short piece of music with others. • I can listen to others and take turns when making music. • I can show respect and kindness when performing together. 	<ul style="list-style-type: none"> • pulse • rhythm • pitch • tempo • dynamics • melody • accompaniment • improvise • compose • perform • ensemble
Year 3	<p>Charanga – Bringing us Together</p> <ul style="list-style-type: none"> • I can listen to disco music and talk about how it sounds. • I can describe the mood, style, and message of the song. • I can recognise how music can bring people together. • I can find and keep a steady pulse. • I can clap back and copy more challenging rhythms. • I can sing back short pitch patterns using my voice. • I can sing <i>Bringing Us Together</i> confidently and in tune. • I can sing a second vocal part with others. • I can add movement or choreography to a song. • I can play simple notes on an instrument to accompany a song. • I can play my part in time with the music and others. • I can improvise short musical ideas using one or two notes. • I can help create a short composition using a small number of notes. • I can listen to others and respond when making music together. • I can perform confidently as part of a group. 	<ul style="list-style-type: none"> • disco • pulse • rhythm • pitch • tempo • dynamics • melody • harmony • accompaniment • improvise • compose • ensemble

Year 4	<p>Charanga – Blackbird</p> <ul style="list-style-type: none"> • I can listen to and appraise music by The Beatles, identifying key musical features. • I can identify and discuss the pulse (steady beat) and rhythm in music. • I can identify and describe tempo, dynamics, and melody in a song. • When listening to music, I can identify and discuss: <ul style="list-style-type: none"> ◦ Duration – beat, rhythm, longer, shorter, sustained ◦ Dynamics – loud and quiet • I can recognise and describe musical structure, including: <ul style="list-style-type: none"> ◦ Verse, chorus, and bridge ◦ Repetition • I can sing with confidence, control and accuracy of pitch. • I can play a simple melodic part on an instrument by ear and with notation. • I can copy back short melodic phrases by ear using my voice and instruments. • I can improvise using one, two or three notes, responding to a musical idea. • I can create a short composition using rhythm and pitch. • I can combine music with movement to support performance. • I can perform as part of a group, showing confidence, expression and awareness of others. 	<ul style="list-style-type: none"> • melody • harmony • pulse • rhythm • pitch • tempo • dynamics • structure • verse • chorus • bridge • improvise • compose • civil rights
Year 5	<p>Charanga – Dancing in the street</p> <ul style="list-style-type: none"> • I can listen to Motown music and describe its style and features. • I can recognise how music from the 1960s reflects its time and place. • I can identify the pulse, rhythm, and pitch in the music I hear. • I can find and keep a steady pulse independently. • I can copy back and perform complex rhythms. • I can sing back pitch patterns accurately. • I can sing <i>Dancing in the Street</i> confidently and in tune. • I can sing backing vocals as part of a group. • I can add movement and expression to my performance. • I can play a musical part on an instrument using up to three notes. • I can play my part accurately while others perform different parts. • I can improvise melodies using one, two, or three notes. 	<ul style="list-style-type: none"> • Motown • pulse • rhythm • syncopation • pitch • melody • harmony • backing vocals • improvisation • composition • ensemble

	<ul style="list-style-type: none"> • I can use question-and-answer patterns when improvising. • I can help compose an 8-bar piece of music using rhythm and pitch. • I can perform confidently as part of an ensemble. 	<ul style="list-style-type: none"> • structure
Year 6	<p>Charanga – Music and Me</p> <ul style="list-style-type: none"> • I can listen carefully to music by different female artists. • I can talk about how music can express identity, feelings, and experiences. • I can recognise that music can be used to share personal stories and messages. • I can discuss how women are represented in the music industry. • I can reflect on how music can help people feel confident and express who they are. • I can share my own thoughts and ideas respectfully during discussions. • I can explore different styles of music and sounds. • I can create my own lyrics, raps, or melodies to express my identity. • I can use digital tools or instruments to help create music. • I can work collaboratively to develop musical ideas. • I can make choices about rhythm, pitch, and structure in my music. • I can improve my work by listening, editing, and practising. • I can perform or present my music confidently to others. • I can explain what inspired my music and what it represents about me. 	<ul style="list-style-type: none"> • identity • expression • lyrics • beat • rhythm • pitch • melody • texture • structure • digital music • composition • performance