

## KNOWLEDGE



**EYFS** : sing songs, make music , make up rhymes and change endings to songs

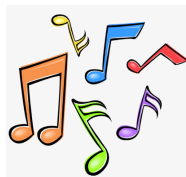
**Year 1/2:** sing songs and chants, play tuned and untuned instruments musically, listen to live and recorded music. Make and control long and short sounds, using voice and instruments

**Year 3/4:** sing from memory in tune with accurate pitch. Use non-standard symbols, recognise some notes on the musical stave.

**Year 5:** read and create notes on the musical stave, use drones and melodic ostinato.

**Year 6:** Write their own Y6 end of year play, use digital technologies to compose, edit and refine their own music

## MUSIC CURRICULUM INTENT



## SKILLS



**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.

**Understand and explore how music is created** produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## CULTURAL CAPITAL



In order to give our pupils an awareness and appreciation of the arts, studying music allows us to experience one of the highest forms of creativity. It allows children to build their self-esteem and feelings of teamwork and identity when working together to perform as a group.

We want to **engage and inspire** pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

We want to encourage and give pupils the tools to use music in their lives as a form of self-expression. It gives children the opportunity to develop their performance skills and confidence to present to an audience.

## EXPERIENCES



### Global & National Events:

Harvest, Shoebox, Christmas, Easter, End of year services at St.Giles Church. Nativity performance (FSU / YR) End of year play (Y6)

### 50 Things to do:

Name 10 composers, Learn to play a musical instrument,

### Trips:

Young Voices

### Visitors:

Specialist music teachers offering small group lesson, Listen to me program for whole class.

## CHARACTER



**Roots that Strengthen:** Pupil's awareness of the pulse and beat of music, an appreciation of different types of music genres and their emotions and reactions to it.

**Branches that Reach:** Learning and performing together different music genres and to see the value of using music in different situations e.g. relaxation, learning and exercise etc.

**Fruit that Flourishes:** Children composing their own music and expressing their own individual interest in learning to play an instrument. Children integrating an appreciation of music into their lives as a tool for growth and self-expression.

## IMPACT



### We monitor and support the teaching through:

Staff Reflective Practice  
Subject Leader Meetings  
Governor Visits

### We measure the impact on learning by:

Formative & Summative Assessment  
(Questioning)  
Observations

### We record the impact through:

Target Tracker  
Pupil Data Tracking

**Cycle A**

<b>RECEPTION</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Class Topic</b>	<b>Houses and Homes</b>	<b>Fabulous Festivals</b>	<b>Dinosaurs</b>	<b>Once upon a time</b>	<b>Marvellous Minibeasts</b>	<b>Think Big!</b>
<b>National Curriculum objectives</b>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<b>Progression of skills</b>						
	<p><b>ELG:</b></p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate – try to move in time with music</p>					

<b>RECEPTION</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Class Topic</b>	<b>SUPERHEROES/SUPER ME</b>	<b>TIME FOR TOYS</b>	<b>TRANSPORT AND TRAVEL</b>	<b>HOW DOES YOUR GARDEN GROW?</b>	<b>5, 4, 3, 2, 1 BLAST OFF!</b>	<b>ON THE FARM</b>
<b>Development Matters</b>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<b>Progression of skills</b>						
	<p><b>ELG:</b></p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate – try to move in time with music</p>					

## Cycle A

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Class Topic</b>	<b>Paddington</b>	<b>Scientists and Inventors</b>	<b>Tin Forest</b>	<b>Grow, Grow, Grow</b>	<b>Through the Window</b>	<b>Under the Sea</b>
<b>Charanga Unit</b>	I wanna play in a band	Christmas Production	Your Imagination	Round and Round	Friendship song	Reflect, review, replay unit
<b>National Curriculum objectives</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• play tuned and untuned instruments musically.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
<b>Progression of skills</b>	<ul style="list-style-type: none"> <li>• To find their singing voice and use their voices confidently.</li> <li>• Sing a melody accurately at their own pitch.</li> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Identify the pulse in different pieces of music.</li> <li>• To explore different sound sources.</li> <li>• Perform long and short sounds in response to symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Identify the pulse and join in getting faster and slower together.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Perform together and follow instructions that combine the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise phrase lengths and know when to breathe.</li> <li>• Sing songs expressively.</li> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify long and short sounds in music.</li> <li>• Identify and name classroom instruments.</li> <li>• Play instruments in different ways and create sound effects.</li> <li>• Create long and short sounds on instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Identify different sound sources.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Create and chose sounds in response to a given stimulus.</li> <li>• Handle and play instruments with control.</li> <li>• Play and sing phrase from dot notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Identify well-defined musical features.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Identify how sounds can be changed.</li> <li>• Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with an awareness of other performers.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>• Change sounds to reflect different stimuli.</li> <li>• Contribute to the creation of a class composition.</li> <li>• Choose sounds and instruments carefully and make improvements to their own and others' work.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul>

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	When I grow up	Explorers	Great Fire of London	The Little Gardener	Chocolate (Aztecs)	Wild and wonderful creatures
Charanga Unit	Hey You	Christmas Production	Rhythm in the way we walk	In the Groove	Hands Feet Heart	Zootime
National Curriculum objectives	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• play tuned and untuned instruments musically.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
Progression of skills	<ul style="list-style-type: none"> <li>• To find their singing voice and use their voices confidently.</li> <li>• Sing a melody accurately at their own pitch.</li> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Identify the pulse in different pieces of music.</li> <li>• To explore different sound sources.</li> <li>• Perform long and short sounds in response to symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Identify the pulse and join in getting faster and slower together.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Perform together and follow instructions that combine the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise phrase lengths and know when to breathe.</li> <li>• Sing songs expressively.</li> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify long and short sounds in music.</li> <li>• Identify and name classroom instruments.</li> <li>• Play instruments in different ways and create sound effects.</li> <li>• Create long and short sounds on instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Identify different sound sources.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Create and chose sounds in response to a given stimulus.</li> <li>• Handle and play instruments with control.</li> <li>• Play and sing phrase from dot notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Identify well-defined musical features.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Identify how sounds can be changed.</li> <li>• Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with an awareness of other performers.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>• Change sounds to reflect different stimuli.</li> <li>• Contribute to the creation of a class composition.</li> <li>• Choose sounds and instruments carefully and make improvements to their own and others' work.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul>

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Groovy Greeks	The Fiery Earth	Frozen Planet	Anglo-Saxons	Egyptians	Local Area Study
Charanga Unit	Lean on me	Christmas / Young Voices	3 little birds	Dragon song	Bringing us together	Stop
National Curriculum objectives	<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. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• 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.</li> <li>• use and understand staff and other musical notations.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• develop an understanding of the history of music.</li> </ul>					
Progression of skills	<ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range.</li> <li>• Sing in tune</li> <li>• Identify melodic phrases and play them by ear.</li> <li>• Recognise rhythmic patterns.</li> <li>• Identify ways sounds are used to accompany a song.</li> <li>• Identify melodic phrases and play them by ear.</li> <li>• Create textures by combining sounds in different ways.</li> <li>• Create music that describes contrasting moods/emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with awareness of pulse and control of rhythm.</li> <li>• Recognise simple structures. (Phrases).</li> <li>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Understand how mouth shapes can affect voice sounds.</li> <li>• Internalise sounds by singing parts of a song 'in their heads.'</li> <li>• Perform in different ways, exploring the way the performers are a musical resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sequences of movements in response to sounds.</li> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Analyse and comment on how sounds are used to create different moods</li> <li>• Select instruments to describe visual images.</li> <li>• Improvise simple tunes based on the pentatonic scale.</li> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and chose different movements to describe animals.</li> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Explore and perform different types of accompaniment.</li> <li>• Choose instruments on the basis of internalised sounds.</li> <li>• Compose music in pairs and make improvements to their own work.</li> <li>• Play and sing phrase from dot notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> <li>• Explore and select different melodic patterns.</li> <li>• Create an accompaniment to a known song.</li> <li>• Record their own ideas.</li> <li>• Perform with awareness of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases that could be used as an introduction, interlude and ending</li> <li>• Recognise and explore different combinations of pitch sounds..</li> <li>• Create descriptive music in pairs or small groups.</li> <li>• Make their own symbols as part of a class score.</li> <li>• Recognise how music can reflect different intentions.</li> </ul>

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Planet Earth	Flintstones	Romans	Europe	Baghdad	Rainforests
Charanga Unit	Let your spirit fly	Christmas / Young Voices	Glockenspiel 1	Mamma Mia	Glockenspiel 2	Blackbird
National Curriculum objectives	<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. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• use and understand staff and other musical notations.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• develop an understanding of the history of music.</li> </ul>					
Progression of skills	<ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range.</li> <li>• Sing in tune</li> <li>• Identify melodic phrases and play them by ear.</li> <li>• Recognise rhythmic patterns.</li> <li>• Identify ways sounds are used to accompany a song.</li> <li>• Identify melodic phrases and play them by ear.</li> <li>• Create textures by combining sounds in different ways.</li> <li>• Create music that describes contrasting moods/emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with awareness of pulse and control of rhythm.</li> <li>• Recognise simple structures. (Phrases).</li> <li>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Understand how mouth shapes can affect voice sounds.</li> <li>• Internalise sounds by singing parts of a song ‘in their heads.’</li> <li>• Perform in different ways, exploring the way the performers are a musical resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sequences of movements in response to sounds.</li> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Analyse and comment on how sounds are used to create different moods</li> <li>• Select instruments to describe visual images.</li> <li>• Improvise simple tunes based on the pentatonic scale.</li> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and chose different movements to describe animals.</li> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Explore and perform different types of accompaniment.</li> <li>• Choose instruments on the basis of internalised sounds.</li> <li>• Compose music in pairs and make improvements to their own work.</li> <li>• Play and sing phrase from dot notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> <li>• Explore and select different melodic patterns.</li> <li>• Create an accompaniment to a known song.</li> <li>• Record their own ideas.</li> <li>• Perform with awareness of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases that could be used as an introduction, interlude and ending</li> <li>• Recognise and explore different combinations of pitch sounds..</li> <li>• Create descriptive music in pairs or small groups.</li> <li>• Make their own symbols as part of a class score.</li> <li>• Recognise how music can reflect different intentions.</li> </ul>

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Crime and Punishment	World War II	Is Britain Still Great?	River Low, Mountain High	Amazing Mayans	Lands End to John O’Groats
Charanga Unit	Fresh Prince of Bel Air	Christmas / Young Voices preparation	New Year Carol	Make you feel my love	Happy	Y6 – End of year Production Y5 - Plastic
National Curriculum objectives	<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. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• use and understand staff and other musical notations.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p>develop an understanding of the history of music.</p>					
Progression of skills	<ul style="list-style-type: none"> <li>• Sing songs with increasing control of breathing, posture and sound projection.</li> <li>• Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>• Identify different speeds of pulse (tempo) by clapping and moving.#</li> <li>• Identify and control different ways percussion instruments make sounds.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs in tune and with an awareness of other parts.</li> <li>• Create dances that reflect musical features</li> <li>• Improvise rhythm patterns.</li> <li>• Play accompaniments with control and accuracy</li> <li>• Present performances effectively with awareness of audience, venue and occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases through breathing in appropriate places.</li> <li>• Identify different moods and textures</li> <li>• Perform an independent part keeping to a steady beat.</li> <li>• Create different effects using combinations of pitched sounds</li> <li>• Perform using notation as a support.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with expression and rehearse with others.</li> <li>• Identify how a mood is created by music and lyrics</li> <li>• Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>• Use ICT to change and manipulate sounds.</li> <li>• Identify different starting points or composing music.</li> <li>• Sing songs with staff notation as support.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Listen to longer pieces of music and identify features.</li> <li>• Subdivide the pulse while keeping to a steady beat.</li> <li>• Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>• Write lyrics to a known song.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> <li>• Compose a short song to own lyrics based on everyday phrases.</li> <li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> <li>• Improve their work through analysis, evaluation and comparison.</li> </ul>



Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Adventures in Space	Blood, Bones and Body	Saxons and Vikings	Shang Dynasty	Natural Resources	Think Global. Act Local.
Charanga Unit	Jazz 1	Christmas / Young Voices preparation	Jazz 2	Living on a Prayer	Music and Me	Y6 – End of year production Y5 - Plastic
National Curriculum objectives	<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. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• use and understand staff and other musical notations.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p>develop an understanding of the history of music.</p>					
Progression of skills	<ul style="list-style-type: none"> <li>• Sing songs with increasing control of breathing, posture and sound projection.</li> <li>• Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>• Identify different speeds of pulse (tempo) by clapping and moving.#</li> <li>• Identify and control different ways percussion instruments make sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs in tune and with an awareness of other parts.</li> <li>• Create dances that reflect musical features</li> <li>• Improvise rhythm patterns.</li> <li>• Play accompaniments with control and accuracy</li> <li>• Present performances effectively with awareness of audience, venue and occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases through breathing in appropriate places.</li> <li>• Identify different moods and textures</li> <li>• Perform an independent part keeping to a steady beat.</li> <li>• Create different effects using combinations of pitched sounds</li> <li>• Perform using notation as a support.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with expression and rehearse with others.</li> <li>• Identify how a mood is created by music and lyrics</li> <li>• Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>• Use ICT to change and manipulate sounds.</li> <li>• Identify different starting points or composing music.</li> <li>• Sing songs with staff notation as support.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Listen to longer pieces of music and identify features.</li> <li>• Subdivide the pulse while keeping to a steady beat.</li> <li>• Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>• Write lyrics to a known song.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> <li>• Compose a short song to own lyrics based on everyday phrases.</li> <li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> <li>• Improve their work through analysis, evaluation and comparison.</li> </ul>