## Music Curriculum Map



<u>Interrelated Dimensions</u> of music: <u>Pitch</u>, <u>Tempo</u>, Duration, Dynamic, Timbre, Structure, Texture.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	JOLLY MUSIC	JOLLY MUSIC	JOLLY MUSIC	JOLLY MUSIC	JOLLY MUSIC	REFLECT, REWIND AND REPLAY.
	Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.	Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.	Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.	Exploring their voices and developing Pitch and Pulse (heart beat) via Song and	Exploring their voices and developing Pitch and Pulse (heart beat) via Song	This unit consolidates all learnings throughout the
	Key songs and rhymes: Hello and Goodbye greetings, Pat a Cake (Charanga Aut 1 – Pulse game, Step 1) Teddy bear, See Saw, Cobbler, Soft kitten and Tick Tock.	Key songs and rhymes: Hello and Goodbye greetings, <i>Name song</i> (Charanga Aut 1, Step 1) Chop Chop, See Saw, Up and Down, Oliver twist and Tick Tock.	Key songs and rhymes: Hello and Goodbye greetings, 12345 song (Charanga Aut 1, step 2) Slowly slowly, Hob shoe, Cobbler (ROTW) Soft kitten (Pt 2 ROTW)	Rhyme.  Key songs and rhymes: Hello and Goodbye greetings, Wind The Bobbin Up (Charanga Spring 1, step 1)	and Rhyme.  Key songs and rhymes: Hello and Goodbye greetings, Wind Big Funk (Charanga Spring	academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion and performing / playing the above.
	-Key words / phrases; Sitting tall and straight,	-Key words / phrases; Sitting tall and	and Tick Tock.	Slowly slowly (Pt 2 Song), Pease Pudding, Cobbler	2, step 1) Jelly on the plate, Pease Pudding, Cuckoo	-Listen and appraise

	pitch hand, heartbeat,	straight, pitch hand,	-Key words / phrases;	(Dt 2 ng 21) Pall	where are you,	(Charanga):
	•			(Pt 2 pg 31), Bell horses and Tick	Snail Snail and	(Charanga): William Tell
	what voice are we	heartbeat, what voice	Sitting tall and			
	using.	are we using.	straight, pitch hand,	Tock.	Tick Tock.	Overture, Dance
			heartbeat, what voice			of The Sugar Plum
	Introduce: Claves &	Introduce: Chime bar	are we using.	-Key words /	-Key words /	Fairy, Fight of the
	Drum			phrases; Sitting tall	phrases; Sitting	Bubblebee nad
		-Able to use their	Introduce:	and straight, pitch	tall and straight,	more.
	-Able to use their inner	inner (thinking),	Tambourine and	hand, heartbeat,	pitch hand,	
	(thinking), singing and	singing and speaking	Marakas	what voice are we	heartbeat, what	
	speaking voice.	voice. Perform using		using, Bars	voice are we	
	Perform using their	their bodies and voice	-Able to use their	(Glockenspiel).	using, Bars	
	bodies and voice in an	in an ensemble.	inner (thinking),		(Xylophone).	
	ensemble.		singing and speaking	Introduce:		
			voice. Perform using	Glockenspiel	Introduce:	
			the above, their		Xylophone	
			bodies and percussion	-Able to use their		
			(tuned/non-tuned)	inner (thinking),	-Able to use their	
			solo and in an	singing and	inner (thinking),	
			ensemble.	speaking voice.	singing and	
				Perform using the	speaking voice.	
				above, their bodies	Perform using	
				and percussion	the above, their	
				(tuned/non-tuned)	bodies and	
				solo and in an	percussion	
				ensemble.	(tuned/non-	
listopir - 0					tuned) solo and	
Listening &					in an ensemble.	
appraising.						
Gaining						
knowledge,						-
understanding						
& reviewing.						

1	HEY YOU	RHYTHM IN THE WAY WE WALK	IN THE GROOVE	ROUND & ROUND	YOUR IMAGINATION	REFLECT, REWIND AND REPLAY.
	-Learn Hey You using	-Exploring the	-Exploring genres	-Tuned	-Learn to sing, play	This unit
	singing and speaking	interrelated	(styles of music) Blues,	percussion, key	and improvise to	consolidates all
	(rapping) voice and use	dimensions by	Baroque, Funk, Latin	notes C & D	Pure Imagination,	learnings
	tuned percussion to	listening and	and more	(Advanced	using tuned	throughout the
	accompany with a	appraising musical		including notes	percussion.	academic year. The
	simple melody.	pieces from various	-Tuned percussion,	E, G and A)		focus is around
		genres.	key notes C & D		-Listen and	revisiting previous
	-Genre (style of music):			- Genres: Latin	appraise to live	songs, activities,
	Hiphop	- Song Genres: Reggae	-Key words; Pulse,	(Bossa Nova),	recordings;	voice(s), tuned
	-Listen to and appraise	and Hip-hop	rhythm, improvise and	Jazz and Pop.	Supercalifragalistic,	percussion,
	Hip-hop styled songs		composition.	1	Pure Imagination,	performing /
	e.g Dela Soul 'Me,	-Learn and perform	Ablata sing	-Listen and	Daydream Believer and more	playing the above
	Myself and I'. Learn and perform a Hip-hop	song and rap in an ensemble using	-Able to sing,	appraise to live recordings; Livin'	and more	and the practices learnt with the
	styled song using	speaking and singing	compose, improvise and perform using	La Vida Loca, The	-Tuned percussion,	above instruments
	speaking, singing voice	voice.	their singing voice and	Imperial March,	key note G (C & E	(composition,
	and tuned percussion.	voice.	tuned percussion	Why Don't You	advanced)	improvisation and
	and tuned percussion.	-Key words / phrases;	(notes C & D).	and more.	advanced	more).
	-Tuned percussion, key	Interrelated	(notes e a b).	una more.	-Key words /	1110107.
	note(s) C	dimensions, Beat /		-Key words /	phrases;	During this unit
	( )	Pulse, improvise and		phrases;	Interrelated	there is also a
	-Key words / phrases;	what voice are we		Interrelated	dimensions, Beat /	focus on Classical
	Sitting tall and straight,	using.		dimensions, Beat	Pulse, improvise	music, the
	pitch hand, Note, Beat			/ Pulse,		Interrelated
	/ pulse, improvise and	-Able to perform		improvise.		dimensions,
	what voice are we	RITWWW using			-Able to sing / play	musical
	using.	singing voice and			and improvise to	

Listening & appraising. Gaining knowledge,	-Able to perform Hey You using singing and speaking (rapping) voice. Also play a simple tune in time, using note C . The above in an ensemble or solo.	Banana rap using speaking (rapping) voice. Use their interrelated dimensions to explain what they're hearing during listen and appraise.		-Able to sing / perform Round and Round using singing voice and improvise using tuned percussion. Develop their Interrelated dimensions.	Pure Imagination using note G (C & E advanced)	instruments and musical theory.  -Listen and appraise: La Quinta Estamapie Real, Arrival os the Queen Sheba, Moonlight Sonata and more.  Explore and learn about composers muscians Zoe and Nice.
understanding & reviewing.						
2	LIANDC FEET 0 LEADT	110 110 110		700 TIME		DEFLECT DEMAND
	HANDS, FEET & HEART	но но но	I WANNA PLAY IN A BAND	ZOO TIME	FRIENDSHIP SONG	REFLECT, REWIND AND REPLAY.
	-Learn Hands, feet and heart using singing voice, tuned percussion to	-Learn to sing and perform Ho Ho Ho using singing voice and tuned percussion.	-Genre (style of music):)	-Learn to sing and perform Zoo time using	-Learn to sing and perform Friendship Song using singing	This unit consolidates all
	accompany and improvise with the above (including body percussion)	-Tuned percussion, key notes B, A & G (C & D for advanced)	-Listen and appraise to live recordings; Queen, Deep Purple, Chuck Berry	singing voice and tuned percussion. Also improvise with the above	voice and tuned percussion. Also improvise with the above (including body percussion).	learnings throughout the academic year. The focus is around revisiting previous
		& D for advanced)	CHUCK DETTY	(including body	Compose using	songs, activities,

-Listen and appraise to live recordings; The Click Song, Mbube and more.  -Genre (style of music): African (South) Gospel, Choral and Kwaito.  -Tuned percussion, key	-Listen and appraise to live recordings; Bring him back, Suspicious minds, Fly me to the Moon and more  -Able to sing and perform Ho Ho Ho using voice, body,	-Singing voice and tuned percussion, key notes D & C (G & F for more advanced)  -Key words; Pulse, rhythm, improvise and composition.	percussion). Compose using Charagna Technology and tuned percussion.  -Genre (style of music): Reggae	Charagna Technology and tuned percussion.  -Genre (style of music): Pop (via Bruno Mars and more)	voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and more).
advanced)  -Able to perform, play and improvise using voice, body, tuned percussion to H,F & H, in time with the song in an ensemble and / or solo.	tuned in time with the song in an ensemble and / or solo.	and perform using voice and tuned percussion. Notes D & C (G & F for more advanced)	appraise to live recordings; Shine, Kingston Town, I.G.Y and more  -Tuned percussion, key notes: C & D (advanced on Recorders)  -Key words; Pulse, Notes, improvise and composition.  -Able to sing, compose, improvise and perform to / with Zoo Time	key notes G & E  -Listen and appraise to live recordings; Count on me, We go together, Give a little Love andand more  -Key words; Pulse, Notes, improvise and composition.  -Able to sing, compose, improvise and perform to / with Friendship Song using voice and	During this unit there is also a focus on Classical music, the Interrelated dimensions, musical instruments and musical theory.  -Listen and appraise: Peer Gynt Suite Anitras Dance, Brandenburg Concerto No 1, From The Diary Of Fly.

Listening & appraising. Gaining knowledge, understanding & reviewing.				using voice and tuned percussion. Notes C & D.	tuned percussion, Notes G & E.	
3	LET YOUR SPIRIT FLY  Learn to sing and	GLOKENSPIEL 1  Learn to play and	RECORDER 1	RECORDER 1	BRINGING US TOGETHER	REFLECT, REWIND AND REPLAY.
	perform LYSF using	improvise to songs	-Learn about the	-Learn to play		
	singing voice and tuned	using a Glockenspiel	recorder (e.g mouth	and perform	Learn to sing and	This unit
	percussion. Also	or a tuned percussion	piece), how to hold	pieces using	perform Bring Us	consolidates all
	improvise with the above (including body	instrument. Also learn more about music	appropriately and create a smooth	note B, with various note	Together, using singing voice and	learnings throughout the
	percussion). Compose	theory (language of	sound (Timbre).	values (rhythm	tuned percussion.	academic year. The
	using Charagna	music).	Introduce first	patterns),	Also improvise	focus is around
	Technology and tuned	indsicj.	recorder note B.	holding the	with the above	revisiting previous
	percussion.	Songs: Easy E, Strictly		recorder	(including body	songs, activities,
	ļ	D, DeeCees Blues and	-Use and understand	appropriately	percussion) and	voice(s), tuned
	-Genre (style of music):	more	the stave and other	whilst creating a	compose using	percussion,
	Pop, Classical		musical notations	smooth sound	with tuned	performing /
		-Genre (style of		(Timbre)	percussion and / or	playing the above
	-Tuned percussion, key	music): Blues	-Introduce the treble		Charanga	and the practices
	notes C, F & G		clef		Technology.	learnt with the
	(advanced including B,			-Play pieces		above instruments
	A, & E)	-Key words; Pulse,	-Recognising Crochets	using Crochets	-Genre (style of	(composition,
		Rhythm, Notes,	(Ta), Minims (Ta-ah),	(Ta), Minims (Ta-	music): Disco	improvisation and
	-Listen and appraise	Theory (Stave, note	Quavers (TeTe),	ah), Quavers		more).
	to live recordings;	head / stem, Crochet,		(TeTe),		

Colonel Bogey	Rest, Clefs and more),	Semibreves (Ta-a-a-	Semibreves (Ta-	-Tuned percussion,	During this unit
• '	Sheet music, Classical,	ah), notation	a-a-ah).	key note C	there is also a
March, Consider	improvisation and	any, notation	- a a any.	(advanced	focus on Classical
Yourself, Aint no	composition.	-Introduce Key note B	-Use and	including G & A)	music, the
mountain high	composition.	Introduce key note b	understand the	including o & A)	Interrelated
enough and more.	-Able to play from a	-Maintaining a steady	stave and other	-Listen and	dimensions,
	Stave, improvise and	beat (Pulse) when	musical		musical
-Key words; Pulse,	perform on the	playing	notations	appraise to live	instruments and
Rhythm, Notes,	Glockenspiel to a	piayirig	Hotations	recordings; Good	musical theory.
Classical, improvise	variety of song in time.	-Key words / Phrases;	-Key notes B	Times, Aint	musical theory.
and composition.	Also able to use	"Doo-ing", Blow softly,	-key notes b	Nobody, We Are	Explore and learn
	musical language to	Back tall and straight,	-Maintaining a	Family and more.	about composer
-Able to sing, compose,	explain the sheet	Left hand on top,	steady beat	Karringa, Dulas	musician Gwyneth
improvise and perform	music.	Pulse / Beat, Rhythm,	(Pulse) when	-Key words; Pulse,	Herbert
to / with LYSE using	illusic.	Crochet (Ta), minim	l ' '	Rhythm, Notes,	пегрегі
voice and tuned		(Ta-ah), quaver (TeTe),	playing	Classical, improvise	
percussion, Notes C, F		semibreve (Ta-a-a-ah),	-Key words /	and composition.	-Listen and
& G (advanced B, A, &		,			
E)		crochet rest, notes, notation and Timbre.	Phrases; "Doo- ing", Blow softly,	-Able to sing,	appraise: L hom
		notation and minure.	Back tall and	compose,	Arme, The Clock II
		-Able to hold the		improvise and	Andante, Piano
		recorder	straight, Left	perform to / with	Concerto Allegro
			hand on top,	Bringing Us	Maestoso. Prelude
		appropriately, blow	Pulse / Beat,	Together using	A L'Apremidi D'Un
		softly to create a	Rhythm, Crochet	voice and tuned	Faune. and more.
		smooth and soft	(Ta), minim (Ta-	percussion, Notes	
		sound (Timbre) . Able	ah), quaver	C (advanced G & A)	
		to recognise various	(TeTe),		
		notes values (Crochet	semibreve (Ta-a-		
		- Ta) and clap rhythm	a-ah), crochet		
		patterns in time (to a	rest, notes,		
		pulse) following	notation and		
		notation (solo and / or	Timbre.		
		ensemble). Can			

Listening & appraising. Gaining knowledge, understanding & reviewing.			recognise note B on a Stave and use correct fingering on a recorder to play note B.	-Able to play and perform a piece using various note values (solo and / or ensemble) using note B.		
4	-Learn to play and perform pieces using notes B & G, with various note values (rhythm patterns), holding the recorder appropriately whilst creating a smooth sound (Timbre)  -Play pieces using Crochets (Ta), Minims (Ta-ah), Quavers (TeTe), Semibreves (Ta-a-a-ah).  -Use and understand the stave and other musical notations	-Learn to play and perform pieces using notes B, G & A with various note values (rhythm patterns), holding the recorder appropriately whilst creating a smooth sound (Timbre)  -Play pieces using Crochets (Ta), Minims (Ta-ah), Quavers (TeTe), Semibreves (Ta-a-a-ah).  -Use and understand the stave and other musical notations	-Genre: Hiphop (style of rap is Grime)  -Theme: Anti-Bullying  -Key words; Pulse, improvise, compose, lyrics, structure (intro, verse, chorus, instrumental section).  Listen and appraise: Skidoo (Hiphop), Justin Timberlake (Pop, soul, funk, disco), Radetzsky (Classical), Astor Piazolla (Tango)	Learn to sing and perform Lean On Me using singing voice and tuned percussion. Also improvise with the above (including body percussion). Compose using Charagna Technology and tuned percussion.  -Genre (style of music): Soul, Gospel	Learn to sing and perform Black Bird using singing voice and tuned percussion. Also improvise with the above (including body percussion). Compose using Charagna Technology and tuned percussion.  -Genre (style of music): Pop / Rock'n'Roll  -Key notes C & D (advanced notes E)	This unit consolidates all learnings throughout the academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and

Listening & appraising. Gaining knowledge,	-Key note B & introduce note G  -Maintaining a steady beat (Pulse) when playing  -Key words / Phrases; "Doo-ing", Blow softly, Back tall and straight, Left hand on top, Pulse / Beat, Rhythm, Crochet (Ta), minim (Ta-ah), quaver (TeTe), semibreve (Ta-a-a-ah), crochet rest, notes, notation, Treble Clef and Timbre.  -Able to play and perform on the Recorder, a piece with various note values (solo and / or ensemble) using notes B & G.	-Key notes B, G and introduce note A.  -Maintaining a steady beat (Pulse) when playing  -Key words / Phrases; "Doo-ing", Blow softly, Back tall and straight, Left hand on top, Pulse / Beat, Rhythm, Crochet (Ta), minim (Ta-ah), quaver (TeTe), semibreve (Ta-a-a-ah), crochet rest, notes, notation and Timbre.  -Able to play and perform a piece using various note values (solo and / or ensemble), with increased accuracy and confidence, using notes B, G & A.	- Able to learn parts of the song Stop! Learners to write and compose their own rap lyrics (and actions if and where possible), in a group, to fit in the structure of the song. Perform by singing / rapping the song and performing their composed rap	-Key notes C, F & G (advanced note D)  -Listen and appraise to live recordings; He Still Loves Me, Shackles, Amazing Grace and more.  -Key words; Pulse, Rhythm, Notes, Soul, Gospel, improvise and composition.  -Able to sing, compose, improvise and perform to / with Lean On Me using singing voice and tuned percussion, Notes C, F & G (advanced D &E)	-Listen and appraise to live recordings; The Beatle 'Black Bird', Yellow Submarine, Hey Jude, Can't Buy Me Love and more.  -Key words; Pulse, Rhythm, Notes, Pop / Rock'n'Roll, improvise and composition.  -Able to sing, compose, improvise and perform to / with Lean On Me using singing voice and tuned percussion, Notes C & D (advanced E)	During this unit there is also a focus on Classical music, the Interrelated dimensions, musical instruments and musical theory.  -Listen and appraise: La Quinta Estampie Real, The Queen of Sheba, Moonlight Sonata and more.
understanding & reviewing						

5	UKULELE	UKULELE	CLASSROOM JAZZ	FRESH PRINCE	DANCING IN THE	REFLECT, REWIND
	TBC DUE TO C19	TBC DUE TO C19			STREET	AND REPLAY.
	15050210025		Learn to play the 3	Learn to perform		
			Note Bossa and the 5	Fresh Prince Of	Learn to sing and	This unit
			Note Swing, with a	Bel Air using	perform Dancing In	consolidates all
			focus on	speaking	The Street using	learnings
			improvisation using	(rapping) voice,	singing voice and	throughout the
			tuned percussion.	perform simple	tuned percussion.	academic year. The
				melody to	Also improvise	focus is around
				accompany and	with the above.	revisiting previous
			-Key words; Pulse,	improvise using	Compose using	songs, activities,
			improvise, Jazz, Bossa	tuned	tuned percussion.	voice(s), tuned
			and Swing.	percussion.		percussion,
					-Genre (style of	performing /
			-Genre: Jazz (Latin	-Genre (style of	music): Motown	playing the above
			Jazz)	music): Hip-Hop		and the practices
					-Key notes F & G.	learnt with the
			-ID: Texture, Tempo,	-Key notes A &		above instruments
			Dynamic, Structure.	D.	-Listen and	(composition,
					appraise to live	improvisation and
			-Notes: G, A & B (3	-Listen and	recordings; I can't	more).
			note Bossa). Advanced	appraise to live	help myself, I	5
			including notes D & E	recordings; Me	Heard It Through	During this unit
			(5 note Swing).	Myself and I,	The Grapevine,	there is also a
				Ready or Not,	Aint No Mountain	focus on Early
			Lists a small surveying	Rappers Delight	High Enough and	Music - Classical
			-Listen and appraise;	and more.	more.	music, the
			Various forms / styles of Jazz (Bossa, Big	Kov words:	-Key words; Pulse,	Interrelated dimensions,
			, , ,	-Key words; Pulse, Rhythm,	Rhythm, Notes,	musical
			Band & Swing),	Notes, Hiphop	Motown, Genre,	instruments and
				ivotes, nipilop	iviolowii, Geille,	musical theory.
						musicai meory.

			- Able to play the 3 note Bossa and the 5 note Swing in time with the backing track using a tuned percussion instrument (solo / ensemble). Able to improvise using notes G, A & B (advanced including D	improvise and composition.  -Able to use speaking (rapping voice) to perform FPOBA. Able to us tuned percussion to	improvise and composition.  Able to sing, compose, improvise and perform to / with DITS using singing voice and tuned percussion, Notes	Explore and learn about composer Rachel Portman  -Listen and appraise: Compline, Dido and Aeneas Overture,
Listening & appraising.			& E for the 5 Note Swing).	perform a simple melody and improvise using notes A & D. Advanced compose using notes D E F G & A.	F & G (advanced include notes A, C & D )	Symthony No.5 in C minor and more.
Gaining knowledge, understanding & reviewing						
6	KEYBOARD	CLASSROOM JAZZ 2	НАРРУ	YOU'VE GOT A FRIEND	YEAR 6 SONG	REFLECT, REWIND AND REPLAY.
	-Learn to play keyboard / piano piece using notes C D E, with various note values (rhythm patterns) and	-Learn to play the Bacharach Anorak and Meet The Blues with a focus on improvisation	Genre: Pop  -Theme: Use the song Happy to use our singing voice, play a	Learn to sing and perform You've Got a Friend using singing	Compose, write (lyrics describing Year 6) and structure a song	This unit consolidates all learnings throughout the

with the correct	including <u>B Flat</u> using	tune on tuned	voice and tuned	with 3 sections	academic year. The
fingering (finger 1 2 3 /	tuned percussion.	percussion improvise	percussion. Also	using a backing	focus is around
hand position)		(using the voice,	improvise with	track and tuned	revisiting previous
	-Key words; Pulse,	tuned / body	the above and /	percussion.	songs, activities,
-Keyboard Pieces: Cook	improvise, Jazz, Blues,	percussion) to the	or Compose		voice(s), tuned
up C's, Trance D, Rock	Flat Note.	backing music and	using tuned	-Genre (style of	percussion,
Out those E's, Four		compose	percussion.	music): To be	performing /
Tune and Skipper	-Genre: Jazz (Blues)			decided by the	playing the above
(advanced Blues Grass		-Key words; Pulse,	-Genre (style of	class / group	and the practices
Hop).	-Notes: A, G, E & F	Pitch, Compose,	music): Pop		learnt with the
	(Bacharach Anorak). C	Improvisation, Notes.	(1970's)	-Key notes: To be	above instruments
-Play pieces using	B Flat G (Meet The			decided by the	(composition,
Crochets (Ta), Minims	Blues).	-ID: Texture, Tempo,	-Key notes B, A &	class / group	improvisation and
(Ta-ah) & Semibreves		Dynamic, Structure.	G (advanced C,		more).
(Ta-a-a-ah).			D, E & F).	-Listen and	
	-Listen and appraise;	-Notes: C, E, G, A & B		appraise to live	During this unit
-Use and understand	Speaking my piece,		-Listen and	recordings; Happy	there is also a
the stave and other	Take the a train, Back	-Listen and appraise	appraise to live	(Pharrell), Can't	focus on Classical
musical notations	o'Town Blues and	various artists such as	recordings; Loco-	Stop The Feeling	music, the
	more.	The Carpenters,	Motion, One	(Justin Timberlake)	Interrelated
-Key note C, D & E		Bobby McFerrin	Fine Day, Up On		dimensions,
(advance include note		(Don't Worry Be	The Roof and	-Key words; Pulse,	musical
F)	-Able to play an	Happy) and Frank	more.	Rhythm, Notes,	instruments and
	accompanying melody	Sinatra.		Pop, Structure	musical theory.
-Maintaining a steady	in time with the Jazz		-Key words;	(Intro, Verse &	
Beat (Pulse) when	backing music using		Pulse, Rhythm,	Chorus), Genre,	Explore and learn
playing.	notes A, G, E & F. Able		Notes, Pop,	Compose,	about composer
	to Improvise using		Genre, Improvise		Jon Boden
-Key words / Phrases;	notes C B Flat G to		and / or	Able to, compose,	
Finger number 1	Meet the Blues.		composition.	write (lyrics),	
thumb, Keep all 5				structure and their	-Listen and
fingers on the keys,			Able to sing,	composition using	appraise: L'autrier,
Back tall and straight,			compose,	tuned percussion,	The Queen of

	Pulse / Beat, Rhythm,		improvise and	notes to be	Sheba, Armide
	Crochet (Ta), minim		perform to /	decided by the	Overture, Erlkonig
	(Ta-ah), semibreve (Ta-		with YGAF using	class / group.	D 328 Op 1 Wer
	a-a-ah), crochet rest,		singing voice and	ciass / group.	Reitet So Spat and
	notes, notation, Treble		tuned		•
	·				more.
	Clef/		percussion,		
			Notes B, A & G		
	-Able to play and		(advanced C, D, E		
	perform on the		& F).		
	Keyboard, a piece with				
	various note values				
	(solo and / or				
Listening &	ensemble) using notes				
appraising.	C D & E.				
Gaining					
knowledge,					
understanding					
& reviewing		 			