



## Music Whole School Curriculum Map

### Year group: Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Transition/Nativity</u>		<u>Food/ People Who Help Us</u>		<u>Animals/People Who Help Us</u>	
Music unit	<u>Transition period- No music lessons</u>	<u>Nativity Practice</u>  Pupils will mainly be preparing for the Nativity. They will work on developing good singing technique through learning the set songs.	<u>Everyone!</u>  Children will learn to sing nursery rhymes and actions.  <u>Songs:</u> Wind The Bobbin Up, Rock-a-bye-Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It and Head, Shoulders, Knees and Toes.	<u>Our World:</u>  Children will learn to sing nursery rhymes and actions.  <u>Song:</u> Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey	<u>Big Bear Funk</u>  Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1  <u>Song:</u> Big Bear Funk by Joanna Mangona, I Feel Good by James Brown and Superstition by Stevie Wonder	<u>Reflect, Rewind and Reply</u>  All the learning is focused on revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Links to National Curriculum	<ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</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 interrelated dimensions of music</li> </ul>					
Skills	<ul style="list-style-type: none"> <li>- Listening and responding to different styles of music.</li> <li>- Embedding foundations of different dimensions of music.</li> <li>- Improvising leading to playing classroom instruments.</li> <li>- Singing and learning to play instruments within a song.</li> </ul>					



## Music Whole School Curriculum Map

### Year group: Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>It's Good to be Me!</u>		<u>There's no place like home</u>		<u>A Toy's Story</u>	
Music unit	<u>Infant Music Festival/Nativity</u>  Pupils will mainly be preparing for the Infant Music Festival and the Nativity-they will work on developing good singing technique through learning the set songs.		<u>In the Groove</u>  Children will learn different styles of music- Blues, Baroque, Latin, Bhangra, Folk and Funk. They will learn to follow along with this music using notes C and D.  <u>Songs:</u> In The Groove – Joanna Mangona, How Blue Can You Get - B.B. King, Jai Ho - J.R. Rahman, Lord Of The Dance - Ronan Hardiman	<u>Round and Round</u>  Children will sing 'round and round' and play instrumental parts within the song  <u>Songs:</u> Round And Round (Bossa Nova) by Joanna Mangona. Livin' La Vida Loca (Latin/Pop) by Ricky Martin and It Had Better Be Tonight ( Latin/Big Band Jazz) by Michael Bublé	<u>Recorder Lessons</u>  Children participate in whole class tuition lessons In which they are taught the basic skills of how to hold a recorder correctly and a variety of songs using the notes A, C and D. Year 1 will work towards a recorder performance for their parents.  Songs: Strictly D, Easy E, What's Up and DeeCee's Blues	
Links to National Curriculum	<ul style="list-style-type: none"><li>-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.</li><li>-Learn to sing and to use their voices.</li><li>-Have the opportunity to learn a musical instrument.</li><li>-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.</li><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>-To create and compose music on their own and with others.</li><li>-Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</li></ul>					



	-Listen with concentration and understanding to a range of high-quality live and recorded music
<b>Skills</b>	<ul style="list-style-type: none"><li>- Enjoys singing and can sing simple songs (e.g. nursery rhymes) broadly in tune and time.</li><li>- Explores the voice's ability to make different sounds.</li><li>- Can keep a pulse within a group with some accuracy (e.g. tapping)/can perform simple pieces in time.</li><li>- Can follow simple musical instructions (e.g. stop, louder).</li><li>- Demonstrates increased understanding of music (e.g. getting louder/softer, names common instruments).</li><li>- Can make basic comments on classroom performances and suggest basic ideas for improvement (e.g. you need to make it slower so it sounds more like a snail).</li><li>- Listens to other children's ideas and takes turns.</li></ul>



## Music Whole School Curriculum Map

### Year group: Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Bright Lights, Big City</u>		<u>Dazzling Dinosaurs</u>		<u>Voyages of Columbus</u>	
Music unit	<p>Pupils will mainly be preparing for the Infant Music Festival-they will work on developing good singing technique through learning the set songs</p>	<p><u>Ho Ho Ho</u></p> <p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p><u>Songs:</u> Ho Ho Ho by Joanna Mangona, Bring Him Back Home (Nelson Mandela) by Hugh Masekela, Suspicious Minds by Elvis Presley, Sir Duke by Stevie Wonder and Fly Me to the Moon by Frank Sinatra</p>	<p><u>Glockenspiel</u></p> <p>Children participate in whole class tuition lessons. In which they are taught the basic skills of how to hold a recorder correctly and a variety of songs using the notes A,C and D. Year 2 will work towards a glockenspiel performance for the parents.</p> <p><u>Songs:</u> Strictly D, Easy E, What's Up and DeeCee's Blues</p>		<p><u>Friendship Song</u></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Friendship Song.</p> <p><u>Songs:</u> Friendship Song by Joanna Mangona and Pete Readman, Count On Me by Bruno Mars, We Go Together (from Grease soundtrack), You Give A Little Love from Bugsy Malone, That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John and You've Got A Friend In Me by Randy Newman</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>
Links to National Curriculum	<p>-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.</p> <p>-Learn to sing and to use their voices.</p> <p>-Have the opportunity to learn a musical instrument.</p>					



	<ul style="list-style-type: none"><li>-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.</li><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>-To create and compose music on their own and with others.</li><li>-Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</li><li>-Listen with concentration and understanding to a range of high-quality live and recorded music.</li></ul>
<b>Skills</b>	<p><b>Musical learning focus:</b></p> <ul style="list-style-type: none"><li>🎵 Listen and Appraise Classical music</li><li>🎵 Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>🎵 Singing</li><li>🎵 Play instruments within the song</li><li>🎵 Improvisation using voices and instruments</li><li>🎵 Composition</li><li>🎵 Share and perform the learning that has taken place</li></ul>



## Music Whole School Curriculum Map

### Year group: Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Greece Now and Then</u>		<u>Settlements, trade and travel</u>		<u>Raging Rivers, Fantastic Pharaohs</u>	
Music unit	<p><u>Let Your Spirit Fly</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><u>Songs:</u> Let Your Spirit Fly, Colonel Bogey March by Kenneth Alford, Consider Yourself from the musical 'Oliver!' and Ain't No Mountain High Enough by Marvin Gaye</p>	<p><u>Glockenspiel Stage 1</u></p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. Perhaps start to use the scores provided in this unit. Be aware that not every child will want to, or be able to read notated music but understanding the language of music is important.</p> <p><u>Songs:</u> Strictly D, Easy E, What's Up and DeeCee's Blues</p>	<p><u>Three Little Birds</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p> <p><u>Song:</u> Three Little Birds by Bob Marley, Jamming by Bob Marley and 54 - 46 Was My Number by Toots and The Maytals</p>	<p><u>The Dragon Song</u></p> <p>This unit is based around a song called 'The dragon song' by Joanna Mongona and Pete Readman. This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p><u>Songs:</u> Birdsong - Chinese Folk Music, Vaishnava Java - A Hindu Song, A Turkish Traditional Tune and Aitutaki Drum Dance from Polynesia</p>	<p><u>Barnet Instrumental Lessons</u></p> <p><u>UKULELE</u></p>	<p><u>Barnet Instrumental Lessons</u></p> <p><u>UKULELE</u></p>



<b>Links to National Curriculum</b>	<ul style="list-style-type: none"><li>- 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.</li><li>- Learn to sing and to use their voices.</li><li>- Have the opportunity to learn a musical instrument.</li><li>- 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.</li><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>- To create and compose music on their own and with others. 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>
<b>Skills</b>	<ul style="list-style-type: none"><li>- Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.</li><li>- Can confidently join in with simple part songs such as rounds when following an adult/leader singing their part.</li><li>- Can perform simple parts (using only basic rhythms and no more than an octave range) with technical accuracy.</li><li>- Can perform in time and in tune with some success when performing simple pieces with a group.</li><li>- Can respond to and lead simple performance directions (e.g. dynamics, tempo, starting).</li><li>- Experiment with making, changing and combining sounds (e.g. using voices, musical instruments and body percussion) with increasingly musical outcomes.</li><li>- Begin to create simple rhythmic patterns, melodies and accompaniments.</li><li>- Responds to music from a range of traditions, showing basic understanding of the musical outcome and context.</li><li>- Can perform from a range of notation including graphic scores and simple rhythm and staff notation.</li><li>- Can aurally identify sounds correlating to notation (e.g. recognise rhythms).</li><li>- Can discuss their own and others' music showing a basic musical understanding (e.g. dynamics, tempo).</li><li>- Can successfully carry out improvements on their own work based on feedback.</li><li>- Listens to other children's ideas and works sensibly within a group when given a specific role/task.</li></ul>



## Music Whole School Curriculum Map

### Year group: Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Volcanoes and Earthquakes</u>		<u>The Tudors</u>		<u>Anglo Saxons</u>	
Music unit	<u>Barnet Instrumental Lessons</u>  Drumming	<u>Mamma Mia</u> In this unit children will learn to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.  <u>Songs:</u> Mamma Mia by Abba, Dancing Queen by Abba, The Winner Takes It All by Abba, Waterloo by Abba, Super Trouper by Abba and Thank You For The Music by Abba	<u>Stop!</u> This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Stop! - a rap/song about bullying. Children will learn about the interrelated dimensions of music through games, singing and composing.  <u>Songs:</u> Gotta Be Me by Secret, Agent 23 Skidoo, Radetzky March by Strauss, Can't Stop The Feeling! by Justin Timberlake, Libertango by Astor Piazzolla, Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas	<u>Lean On Me</u> This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The children will explore games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments where they are all linked.  <u>Songs:</u> Lean On Me by Bill Withers, He Still Loves Me by Walter Williams and Beyoncé, Lean On Me by Bill Withers, Shackles by Mary Mary, Amazing Grace by Elvis, Ode To Joy Symphony No 9 by Beethoven and Lean On Me by The ACM Gospel Choir	<u>Barnet Music festival</u> Pupils will mainly be preparing for the Barnet Music Festival- they will work on developing good singing technique through learning the set songs	<u>Barnet Music festival</u> Pupils will mainly be preparing for the Barnet Music Festival- they will work on developing good singing technique through learning the set songs
Links to National Curriculum	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Learn to sing and to use their voices.</li> <li>- Have the opportunity to learn a musical instrument.</li> <li>- 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.</li> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</li> </ul>					





	<ul style="list-style-type: none"><li>- To create and compose music on their own and with others.</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>
<b>Skills</b>	<ul style="list-style-type: none"><li>■ - Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.</li><li>■ Can confidently join in with simple part songs such as rounds when following an adult/leader singing their part.</li><li>■ Can perform simple parts (using only basic rhythms and no more than an octave range) with technical accuracy.</li><li>■ Can perform in time and in tune with some success when performing simple pieces with a group.</li><li>■ Can respond to and lead simple performance directions (e.g. dynamics, tempo, starting).</li><li>■ Experiment with making, changing and combining sounds (e.g. using voices, musical instruments and body percussion) with increasingly musical outcomes.</li><li>■ Begin to create simple rhythmic patterns, melodies and accompaniments.</li><li>■ Responds to music from a range of traditions, showing basic understanding of the musical outcome and context.</li><li>■ Can perform from a range of notation including graphic scores and simple rhythm and staff notation.</li><li>■ Can aurally identify sounds correlating to notation (e.g. recognise rhythms).</li><li>■ Can discuss their own and others' music showing a basic musical understanding (e.g. dynamics, tempo).</li><li>■ Can successfully carry out improvements on their own work based on feedback.</li><li>■ Listens to other children's ideas and works sensibly within a group when given a specific role/task.</li></ul>



## Music Whole School Curriculum Map

### Year group: Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>The Earth and Beyond</u>		<u>The Ancient Maya</u>		<u>The Vikings</u>	
Music unit	<p style="text-align: center;"><u>Singing Unit</u></p> <p>Children participate in whole class tuition lessons. In which they are taught the skills of singing in unison and in 2 part harmony.</p>		<p><u>Livin' On A Prayer</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p> <p><u>Songs: Livin' On A Prayer by Bon Jovi, We Will Rock You By Queen, Smoke On The Water by Deep Purple, Rockin' All Over The World by Status Quo and Johnny</u></p>	<p><u>The Fresh Prince of Bel Air</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p><u>Songs: The Fresh Prince of Bel Air, Me, Myself and I, Ready or Not by The Fugees, Rapper's Delight by The Sugarhill Gang and U Can't Touch This by MC Hammer</u></p>	<p><u>Dancing In the Street</u></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s.</p> <p><u>Songs: Dancing In The Street, I Can't Help Myself, I Heard It Through The Grapevine, Ain't No Mountain High Enough and You Are The Sunshine Of My Life.</u></p>	<p><u>Reflect, Rewind and Replay</u></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music.</p>



		B. Goode by Chuck Berry			
<b>Links to National Curriculum</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Learn to sing and to use their voices.</li> <li>- Have the opportunity to learn a musical instrument.</li> <li>- 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.</li> <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>- To create and compose music on their own and with others.</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>				
<b>Skills</b>	<ul style="list-style-type: none"> <li>Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.</li> <li>Beginning to be able to sing simple 2-part sections in songs without following a leader.</li> <li>Can perform simple parts (using only basic rhythms and no more than an octave range) accurately, fluently and in time with others.</li> <li>Considers expression whilst performing.</li> <li>Can perform in time and in tune with a group when performing simple pieces.</li> <li>Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given).</li> <li>Creates music which demonstrates an understanding of structure and has been musically thought out.</li> <li>Can listen to and evaluate music from a range of traditions showing understanding of the musical outcome and context.</li> <li>Can use and create basic notation (can follow the basic shapes of music and simple staff notation though singing and playing).</li> <li>Can discuss their own and others' music, justifying their opinions musically.</li> <li>Can act on feedback successfully and independently improve their own work based on independent reflection.</li> <li>Can work sensibly within a group, listening to others' ideas with a willingness to try them out.</li> </ul>				

### **Music Whole School Curriculum Map**



## Year group: Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	The Victorians		WW2		Memory Box	
Music unit	<u>Barnet Instrumental Lessons</u>  Violin lesson	<u>Barnet Instrumental Lessons</u>  Violin lesson	<u>A New Year Carol</u>  All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol. Other learning within the unit gives the children the opportunity to research Benjamin Britten’s life and to listen to many of his other works through links to <a href="http://Fridayafternoonsmusic.co.uk">Fridayafternoonsmusic.co.uk</a>  <u>Songs:</u> A New Year Carol by Benjamin Britten, A New Year Carol - Urban Gospel version and I Mun be Married on Sunday by Benjamin Britten	<u>Music and Me</u>  Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative both sides now. Throughout this series, your students will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.	<u>Songwriting/School Production</u>  Pupils will work on the Summer Production through learning a number of songs as a class, in small groups and as solos. Pupils will develop their confidence and technique as singers and sing songs in unison and in parts. They will work on a song as a class to be performed at the leaver’s assembly.  <u>Songs:</u> End of Year Show	
Links to National Curriculum	<ul style="list-style-type: none"><li>- 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.</li><li>- Learn to sing and to use their voices. Have the opportunity to learn a musical instrument.</li><li>- Use technology appropriately.</li><li>- 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.</li><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>- To create and compose music on their own and with others. 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></ul>					



	<ul style="list-style-type: none"><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>
<b>Skills</b>	<ul style="list-style-type: none"><li>- Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.</li><li>- Beginning to be able to sing simple 2 part sections in songs without following a leader.</li><li>- Can perform simple parts (using only basic rhythms and no more than an octave range) accurately, fluently and in time with others. Considers expression whilst performing.</li><li>- Can perform in time and in tune with a group when performing simple pieces.</li><li>- Can recognise when they are out of tune/time and attempt to correct themselves.</li><li>- Experiment with using voice, technology and instruments creatively, investigating ideas and techniques.</li><li>- Can listen to and evaluate music from a range of traditions showing understanding of the musical outcome and context.</li><li>- Can use and create basic notation (can follow the basic shapes of music and simple staff notation though singing and playing).</li><li>- Can discuss their own and others' music, justifying their opinions musically.</li><li>- Can act on feedback successfully and independently improve their own work based on independent reflection.</li><li>- Can work sensibly within a group, listening to others' ideas with a willingness to try them out.</li></ul>