

| Year 1                       | Ongoing throughout the year  | Term 1  | Term 3   | Term 6   |
|------------------------------|--|---|--|--|
|                              | <b>Singing assembly</b>  | Unit 1- <b>How can we make friends when we sing together?</b><br>See 'Charanga' for more detail   | <b>Glockenspiel stage 1</b><br>See 'Charanga' for more detail  | Unit 6- <b>Explore sound and create a story</b><br>How does music teach us about looking after our planet?   |
| National Curriculum Coverage | <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs, speaking chants and rhymes</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>  | <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs, 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>  | <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>   | <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs, 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>   |
| Lesson Objectives + Concepts | <ul style="list-style-type: none"> <li>To sing together as a group</li> <li>To warm up ready for singing</li> <li>To practice breathing exercises to help them improve their performance</li> <li>To perform songs to others</li> </ul>  | <p>1/ Find the Beat! <b>Find and try to keep a steady beat</b></p> <p>2/ 1,2,3,4,5 <b>Simple rhythmic patterns using long and short sounds</b></p> <p>3/ Heads, shoulders, knees and toes <b>Explore feelings, thoughts, emotions about the songs</b></p> <p>4/ Shapes <b>Simple melodic patterns using high and low</b></p> <p>5/ We talk to Animals <b>Sing together as a group, stand up straight and breathe</b></p> <p>6/ Assessment checkpoint</p>  | <p>1. Easy E– <b>Find the notes E and D , Join in with group performance. Theory– pulse</b></p> <p>2.The Language of Music—<b>Using notes D and E, Listen and play with note names, find out how D and E are written down</b></p> <p>3.DeeCee’s Blues. <b>Listen and play from memory. Improvise using C and D</b></p> <p>4.D-E-F-inately <b>listen and play with notation then perform</b></p> <p>5. Roundabout-<b>improvise using C,D and E. Experiment and have fun!</b></p> <p>6. Making up music, your composition on Bongo beach <b>End of Stage 1 - Practice for a Performance: Decide which pieces you are going to perform and practice them.</b></p>                                 | <p>1. The Bear went over the mountain <b>Folk songs tell our stories and record our history. Why is this important?</b></p> <p>2. In the Sea</p> <p>3. Alice the Camel</p> <p>4. Ten Green Bottles</p> <p>5. Zootime</p> <p>6. Assessment Checkpoint</p> <p>Each lesson revisits the following key themes in order to embed learning:<br/><b>Finding and keeping a steady beat, Simple rhythmic patterns using long and short, Simple melodic patterns using high and low and</b> supports the development and consolidation of key musical learning:<br/>key signatures<br/>time signatures<br/>Duration<br/>pulse<br/>rhythm<br/>pitch (singing and playing instruments)</p>   |
| Knowledge taught             | <ul style="list-style-type: none"> <li>When we sing, we have to warm up our voices so we don't hurt them and to make our voices sound better</li> <li>We have to take deep breaths</li> <li>We stretch the muscles around our mouths to help us pronounce words clearly and correctly</li> <li>Singing together is fun, but we must learn to listen to each other</li> <li>A performance is sharing music with other people, called an 'audience'</li> </ul> | <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through.</b></p> <p><b><u>EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</u></b></p> <ul style="list-style-type: none"> <li>Can you walk, move or clap a steady beat with others?</li> <li>Can you move in a fast way? Can you move in a slow way?</li> <li>How does the music make you feel?</li> <li>Can you copy this pattern?</li> <li>Can you clap your name? Can you clap other words?</li> <li>Can you sing in a high/ low voice? What is the difference?</li> <li>The smaller the note on the glockenspiel, the higher the sound.</li> <li>A steady beat is called a 'pulse'</li> <li>Can you find the notes C,D and E on the glockenspiel?</li> </ul> | <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through.</b></p> <p><b><u>EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</u></b></p> <ul style="list-style-type: none"> <li>Can you show me how to hold a beater?</li> <li>Can you find the notes C, E and D?</li> <li>The smaller the note on the glockenspiel, the higher the sound.</li> <li>We use the pulse to help us to know when to play</li> <li>Can you play your note in time to the music?</li> </ul> | <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through.</b></p> <p><b><u>EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</u></b></p> <ul style="list-style-type: none"> <li>Listen and focus on the music together</li> <li>Can you walk, move and clap a steady beat with others?</li> <li>Can you find the beat, perhaps use body percussion?</li> <li>Can you change with the beat if the tempo changes?</li> <li>Begin to share your thoughts and feelings about the music</li> <li>Explore and discover the songs/pieces simple musical concepts</li> <li>Learn about the purpose or style of the song/piece and some instruments used in it</li> <li>If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar</li> <li>What do the words in the song mean?</li> <li>A performance is sharing music with other people, called an 'audience'</li> </ul> |
| Skills used                  | Teamwork Sharing<br>Co-operation<br>Making Connections<br>Friendship   | Imagination,<br>Creativity<br>Making connections<br>Co-operation  | Co-operation<br>Creativity<br>Imagination  | Imagination co-operation<br>Identifying and sharing thoughts and feelings<br>Communication<br>Environmental awareness  |
| Vocabulary to be retained    | Warm up, beat, pulse, pitch, high, low,  | Beat, pulse, high, low, pitch, Glockenspiel, pattern, rhythm, instrument, note, sound   | Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody   | Audience, pulse, rhythm, pitch, glockenspiel, beater, tempo, speed, beat, style, genre   |
| Prior learning to recall     | Performance skills– how we hold and conduct ourselves when we perform<br>Appraising music– saying if they like/ dislike something  | Performance skills– how we hold and conduct ourselves when we perform<br>Use of Glockenspiels– how to hold a beater and hit a note<br>Appraising music– saying if they like/ dislike something  | Use of Glockenspiels– how to hold a beater and hit a note<br>Remembering how to identify notes. Can they find the note they learned last time?   | Appraising music– building a repertoire of different genres of music to appraise   |
| Useful links                 | N:\Singing Assembly\2022-2023  | <a href="https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356108-introducing-beat">https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356108-introducing-beat</a>   | <a href="https://www.eastsussexonlinemusic.co.uk/c/1314439-instruments/1360253-glockenspiel-stage-1">https://www.eastsussexonlinemusic.co.uk/c/1314439-instruments/1360253-glockenspiel-stage-1</a>  | <a href="https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356508-explore-sound-and-create-a-story">https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356508-explore-sound-and-create-a-story</a>  |
| Assessment                   |  | Initial baseline quiz (lesson 1)<br>Assessment checkpoint (lesson 6)<br><br>Assessment through T questioning<br>Summative assessment. Enter data on itrack  | Upload performance videos  | Use the assessment tool and enter EOY data on itrack   |

| Year 2                       | Ongoing throughout the year  | Term 1  | Term 3   | Term 6   |
|------------------------------|--|---|--|--|
|                              | <b>Singing assembly</b>  | Unit 2- <b>HoHoHo</b> A song with rapping and improvising for Christmas ( <b>Original Scheme</b> )<br><i>See 'Charanga' for more detail</i>   | Unit 2- Focus on Dynamics and tempo ( <b>Model Music Curriculum</b> )  | Unit 6- <b>Exploring improvisation</b><br><i>How does music teach us about looking after our planet?</i>   |
| National Curriculum Coverage | <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs, speaking chants and rhymes</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>  | <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs, 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>  | <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>Use their voices expressively and creatively by singing songs, 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> </ul>  | <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs, 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>   |
| Lesson Objectives + Concepts | <ul style="list-style-type: none"> <li>To warm up ready for singing</li> <li>To practice breathing exercises to help them improve their performance</li> <li>To perform songs to others and teach songs to their peers</li> <li>To confidently know and sing songs from memory.</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul> | <p><b>The following objectives are covered by this unit:</b></p> <ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>To confidently know and sing five songs from memory.</li> <li>To know why we need to warm up our voices.</li> <li>To Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>To know the names of untuned percussion instruments played in class.</li> <li>To know what 'improvising is'</li> <li>To know what is meant by 'composing' and 'performing'</li> <li>To recognise and find notes C,D,E</li> </ul> <p><b>These objectives are met through six very structured lessons. The lessons all follow the same structure to allow children to build upon, and embed certain skills.</b></p> <p><b>The six lessons covered in this unit are:</b></p> <p>1.Step 1      5.Step 5<br/>2.Step 2      6. Step 6<br/>3.Step 3<br/>4.Step 4</p> | <p><b>The following objectives are covered by this unit:</b></p> <ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>To confidently know and sing five songs from memory.</li> <li>To know why we need to warm up our voices.</li> <li>To Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>To know the names of untuned percussion instruments played in class.</li> <li>To know what 'improvising is'</li> <li>To explore how music has always helped us tell stories and still does today, in many different ways!</li> <li>To understand how music often IS the story, or carries the story within it.</li> <li>To recognise and find notes G,A B</li> <li>To begin to create a graphic score collectively</li> </ul> <p><b>These objectives are met through six very structured lessons. The lessons all follow the same structure to allow children to build upon, and embed certain skills.</b></p> <p><b>The six lessons covered in this unit are:</b></p> <p>1.Sparkle in the Sun (part 1)<br/>2. Sparkle in the sun (part 2)<br/>3.Listen (part 1)<br/>4. Listen (part 2)<br/>5. The Orchestra Song<br/>6. Assessment Checkpoint</p> | <p><b>The following objectives are covered by this unit:</b></p> <ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>To confidently know and sing five songs from memory.</li> <li>To know why we need to warm up our voices.</li> <li>To Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>To know the names of untuned percussion instruments played in class.</li> <li>To know what 'improvising is'</li> <li>To explore the role nature plays in music</li> <li>To have a go at improvising their own tunes</li> <li>To recognise and find notes G,A ,D, E F</li> <li>To improvise individually, in groups or as a whole class</li> </ul> <p><b>These objectives are met through six very structured lessons. The lessons all follow the same structure to allow children to build upon, and embed certain skills.</b></p> <p><b>The six lessons covered in this unit are:</b></p> <p>1.The sunshine Song (part 1)<br/>2.The sunshine Song (part 2 )<br/>3.Four White Horses (part 1)<br/>4.Four White Horses (part 2)<br/>5. Down by the Bay<br/>6. Assessment Checkpoint</p> |
| Knowledge taught             | <ul style="list-style-type: none"> <li>When we sing, we have to warm up our voices so we don't hurt them and to make our voices sound better</li> <li>We have to take deep breaths</li> <li>We stretch the muscles around our mouths to help us pronounce words clearly and correctly</li> <li>Singing together is fun, but we must learn to listen to each other</li> <li>A performance is sharing music with other people, called an 'audience'</li> </ul>                                       | <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through.</b></p> <p><b><u>EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</u></b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>Some songs have a chorus or a response/answer part.</li> <li>Songs have a musical style.</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> </ul> <p><u>Playing</u></p>  | <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through.</b></p> <p><b><u>EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</u></b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>What do you think the story is behind this music?</li> <li>What genre of music do you think this is?</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Can you show me a steady pulse?</li> <li>Does this song have high or low pitch sounds in it?</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g.</li> </ul>   | <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through.</b></p> <p><b><u>EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</u></b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>How can music help our planet?</li> <li>Can nature be music e.g. birdsong?</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Can you show me a steady pulse?</li> <li>Does this song have high or low pitch sounds in it?</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Unison is everyone singing at the same time.</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>Each musical note has a name and it can be represented in written form</li> <li>The note tells as where to play on the instrument</li> </ul> <p><u>Improvisation</u></p>   |

|                           |   |  |   |  |
|---------------------------|---|--|---|--|
| Year 2 Knowledge taught   | <p>Ongoing throughout the year</p> <ul style="list-style-type: none"> <li>When we sing, we have to warm up our voices so we don't hurt them and to make our voices sound better</li> <li>We have to take deep breaths</li> <li>We stretch the muscles around our mouths to help us pronounce words clearly and correctly</li> <li>Singing together is fun, but we must learn to listen to each other</li> <li>A performance is sharing music with other people, called an 'audience'</li> </ul> | <p>Term 1</p> <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through. EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>Some songs have a chorus or a response/answer part.</li> <li>Songs have a musical style.</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>Each musical note has a name and it can be represented in written form</li> <li>The note tells as where to play on the instrument</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends.</li> </ul> | <p>Term 3</p> <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through. EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>What do you think the story is behind this music?</li> <li>What genre of music do you think this is?</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Can you show me a steady pulse?</li> <li>Does this song have high or low pitch sounds in it?</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>Each musical note has a name and it can be represented in written form</li> <li>The note tells as where to play on the instrument</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Can you think of an image to represent the sound we made? <b>Whole class to begin with</b></li> <li>How can we represent our musical story using images?</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends.</li> </ul> | <p>Term 6</p> <p><b>Each lesson follows the same structure (set out below) An activity from each section should be completed each lesson to ensure children can build upon their knowledge and skills. What may change are the songs in which the children are learning through. EVERY LESSON SHOULD FINISH WITH A PERFORMANCE OF SOME DESCRIPTION</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>How can music help our planet?</li> <li>Can nature be music e.g. birdsong?</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Can you show me a steady pulse?</li> <li>Does this song have high or low pitch sounds in it?</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Unison is everyone singing at the same time.</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>Each musical note has a name and it can be represented in written form</li> <li>The note tells as where to play on the instrument</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> <li>How does improvisation reflect how we are feeling now?</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Can you think of an image to represent the sound we made? <b>Whole class to begin with</b></li> <li>How can we represent our musical story using images?</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends.</li> </ul> |
| Skills used               | Teamwork Sharing<br>Co-operation<br>Making Connections<br>Friendship  | Imagination,<br>Creativity<br>Making connections<br>Co-operation<br>Treat things (instruments) carefully and with respect  | Co-operation<br>Creativity<br>Imagination<br>Composition<br>Historical understanding  | Imagination co-operation<br>Identifying and sharing thoughts and feelings<br>Communication<br>Environmental awareness  |
| Vocabulary to be retained | Warm up, beat, pulse, pitch, high, low, genre   | Beat, pulse, high, low, pitch, Glockenspiel, pattern, rhythm, instrument, note, sound, composing, performing, unison, improvising  | Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody  | Audience, pulse, rhythm, pitch, glockenspiel, beater, tempo, speed, beat, style, genre   |
| Prior learning to recall  | Performance skills– how we hold and conduct ourselves when we perform<br>Appraising music– saying if they like/ dislike something, building a repertoire of different genres of music   | Performance skills– how we hold and conduct ourselves when we perform<br>Use of Glockenspiels– how to hold a beater and hit a note<br>Appraising music– saying if they like/ dislike something. Recalling and identifying different genres of music  | Use of Glockenspiels– how to hold a beater and hit a note<br>Remembering how to identify notes. Can they find the note they learned last time?  | Appraising music– building a repertoire of different genres of music to appraise<br>Apply knowledge of graphic scores in order to create their own<br>Improvising  |
| Useful links              | N:\Singing Assembly\2022-2023   | <a href="https://www.eastsussexonlinemusic.co.uk/scheme/1311976-year-2/1312299-ho-ho-ho">https://www.eastsussexonlinemusic.co.uk/scheme/1311976-year-2/1312299-ho-ho-ho</a>  | <a href="https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356155-focus-on-dynamics-tempo">https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356155-focus-on-dynamics-tempo</a>   | <a href="https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356512-exploring-improvisation">https://www.eastsussexonlinemusic.co.uk/c/1356466-english-model-music-curriculum/1356512-exploring-improvisation</a>  |
| Assessment                |   | Enter data on itrack at the end of the unit (T2)   | Upload performance videos   | Use the assessment tool and enter EOY data on itrack   |