

# Music Long Term Plan

## Music

Our overarching aim is to provide children with an engaging musical education that nurtures creativity, builds confidence and enhances their understanding of music across various genres. Following our tailored-to-school Charanga scheme and with our connection to Tees Valley Music Service, we focus on developing skills in listening, performing, composing, and appreciating music. Our curriculum allows children to play instruments, experiment with music making and perform (both individually and as a group). Beyond the classroom, pupils have opportunities to learn instruments like guitar and ukulele, join our school choir, and perform in local events such as the IAT Choir Festival. Our goal is to inspire a lifelong love of music while fostering confidence, collaboration, and a sense of belonging. Through our curriculum and a variety of performance opportunities, such as the Harvest Singalong, Christmas Concerts and Spring Time Shows, we aim to support the musical and personal growth of every child.

Year Group	Nursery Theme 1	Nursery Theme 2	Nursery Theme 3
Term	Autumn	Spring	Summer
Learning Theme	Me!	My Stories	Everyone
Substantive Knowledge	<ul style="list-style-type: none"> <li>Know and enjoy nursery rhymes and simple songs.</li> <li>Understand what a musical pulse is.</li> <li>Know how to use instruments to make sound.</li> <li>Know what it means to perform for an audience.</li> <li>Express preferences in music (e.g., like/dislike).</li> <li>Know different ways we can respond to music (e.g., through movement, singing, playing).</li> </ul>	<ul style="list-style-type: none"> <li>Know the stories in some nursery rhymes.</li> <li>Understand that music can express feelings.</li> <li>Know the concept of pitch (high/low sounds).</li> <li>Recognise that instruments make different sounds.</li> <li>Be familiar with nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and sing a range of nursery rhymes.</li> <li>Understand that songs have sections (e.g., verses).</li> <li>Understand that words can be broken into syllables.</li> <li>Know that music has a pulse that can be followed.</li> <li>Recognise the importance of confidence in performance.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Listen to nursery rhymes and simple songs.</li> <li>Explore sound using instruments.</li> <li>Join in with a song.</li> <li>Perform in front of others (e.g., Nativity).</li> <li>Say if you like or dislike a piece of music.</li> <li>Respond to music through movement.</li> <li>Find and copy the pulse.</li> <li>Sing and copy simple actions as a group.</li> </ul>	<ul style="list-style-type: none"> <li>Sing along with a backing track.</li> <li>Perform familiar rhymes and songs.</li> <li>Say how much makes them feel.</li> <li>Explore instruments and describe their sounds.</li> <li>Match pitch (high/low sounds) with voice.</li> <li>Copy simple actions with accuracy.</li> <li>Sing in unison with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Clap syllables of words.</li> <li>Perform confidently using voice and actions.</li> <li>Keep the pulse with instruments or claps.</li> <li>Follow a leader in singing and performing.</li> <li>Use actions, singing and instruments together.</li> <li>Perform a nursery rhyme solo or in a group.</li> <li>Express confidence in sharing music.</li> </ul>

Year Group	Reception Theme 1	Reception Theme 2	Reception Theme 3
Term	Autumn	Spring	Summer
Learning Theme	Our World	Big Bear Funk	Reflect, Rewind, Replay
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Understand that music has a pulse.</li> <li>Recognise that music can inspire movement.</li> <li>Understand that music can be shared with others.</li> <li>Be able to express opinions about music.</li> <li>Know and enjoy a range of nursery rhymes and simple songs.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise narrative elements in nursery rhymes.</li> <li>Understand the concept of pitch (high/low sounds).</li> <li>Be aware that music can affect emotions.</li> <li>Understand that music can tell stories and express feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a range of nursery rhymes from memory.</li> <li>Understand that songs have structure.</li> <li>Create and play simple instrumental parts.</li> <li>Understand the importance of confidence and presentation in performance.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Listen to nursery rhymes and simple songs.</li> <li>Move creatively to music (e.g., dance, march, etc.).</li> <li>Find and move to the pulse of music.</li> <li>Sing along with songs and add actions.</li> <li>Perform a song to an audience.</li> <li>Express likes/dislikes about music.</li> <li>Begin exploring musical performance.</li> <li>Follow a leader's actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sing along with a backing track.</li> <li>Perform nursery rhymes with actions.</li> <li>Express how music makes them feel.</li> <li>Describe sound using simple vocabulary.</li> <li>Match pitch using high and low voices.</li> </ul>	<ul style="list-style-type: none"> <li>Add simple instrumental parts.</li> <li>Say what you liked about a performance.</li> <li>Use voice and instruments together.</li> <li>Maintain a steady pulse and simple rhythm.</li> <li>Perform independently or in a group.</li> <li>Perform confidently with voice and instruments.</li> </ul>

ELG:
<p>Expressive Art and Design – EAD</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> <p>Communication and Language – C&amp;L</p> <ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul> <p>Early Learning Goal – ELG</p> <ul style="list-style-type: none"> <li>Sing a large repertoire of music.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</li> </ul>

Year Group	Year 1 Theme 1	Year 1 Theme 2	Year 1 Theme 3
Term	Autumn	Spring	Summer
Learning Theme	Hey You! Old School Hip-Hop	Into the Groove Blues, Latin, Folk and Funk	Your Imagination Pop
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Know that there are different styles of music.</li> <li>• Know that instruments make different sounds.</li> <li>• Understand that music can affect how we feel.</li> <li>• Know that music has a steady pulse like a heartbeat.</li> </ul>	<ul style="list-style-type: none"> <li>• Know 5 songs off by heart.</li> <li>• Understand what each song is about.</li> <li>• Know the names of the instruments they are playing.</li> <li>• Know that rhythms can come from words, names, food, colours, and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Know 5 songs off by heart.</li> <li>• Understand the meaning and context of songs.</li> <li>• Develop a sense of rhythm.</li> <li>• Know and recognise the sound and names of some of the instruments.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Name a style of music – e.g., Hip Hop.</li> <li>• Suggest/say what sound an instrument may make.</li> <li>• Talk about how music makes them feel.</li> <li>• Describe the pulse as a ‘heartbeat’.</li> <li>• Move to the pulse of a song.</li> <li>• Clap rhythms.</li> <li>• Follow a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about familiar songs.</li> <li>• Say/draw what a song is about.</li> <li>• Say the name of the instrument they are playing.</li> <li>• Name an instrument by sight.</li> <li>• Match pitch using high and low notes.</li> <li>• Create simple rhythms using everyday words.</li> <li>• Choose a song to perform and add personal ideas to it.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about a small range of songs.</li> <li>• Discuss the themes or stories behind songs.</li> <li>• Create rhythms for others to copy.</li> <li>• Play a simple tune using instruments.</li> <li>• Add movements or variations to a song.</li> <li>• Project voice while singing.</li> </ul>

Year Group	Year 2 Theme 1	Year 2 Theme 2	Year 2 Theme 3
Term	Autumn	Spring	Summer
Learning Theme	IAT Choir Festival Hymns and Songs of Positivity	Inventing a Musical Story	Recognising Different Sounds
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Understand the role of a chorus.</li> <li>Know why we need to warm up our voices.</li> <li>Confidently sing songs from memory.</li> <li>Reflect on a recorded singing performance.</li> <li>Know how to adjust pitch while singing.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how songs can tell a story.</li> <li>Know that rhythms are different from a pulse.</li> <li>Know songs include other ways of using the voice.</li> <li>Know the names of instruments played in class.</li> <li>Understand how to play in time with a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Know that songs have a musical style.</li> <li>Recognise the sound of most instruments used.</li> <li>Learn the name of 1–3 notes.</li> <li>Understand that different notes are used to construct melodies.</li> <li>Understand how performing contributes to musical learning.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Discuss and describe the role of a chorus.</li> <li>Partake in a vocal warm-up.</li> <li>Discuss why warming up our voice is important.</li> <li>Project their voice while singing.</li> <li>Practise songs until they are memorised.</li> <li>Stop and start singing following a leader's cue.</li> <li>Demonstrate unison singing.</li> <li>Watch a recorded performance.</li> <li>Share what they liked about a performance.</li> <li>Share what they would improve.</li> <li>Produce high and low sounds when singing.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to storytelling songs.</li> <li>Discuss the stories or ideas shared in a song.</li> <li>Distinguish between rhythm and pulse when listening.</li> <li>Create rhythms from words.</li> <li>Experiment with rapping.</li> <li>Identify and correctly name instruments used.</li> <li>Perform with a musical instrument.</li> <li>Follow a steady pulse with body percussion or an instrument, focussing on playing in time.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to songs with a range of musical styles.</li> <li>Compare different musical styles by listening.</li> <li>Explore 1-3 notes on a tuned instrument.</li> <li>Explore identifying a note by listening.</li> <li>Help create simple melodies using different notes.</li> <li>Listen to a melody and play it back.</li> <li>Explore how melodies are constructed.</li> <li>Reflect on a recorded performance of playing an instrument and suggest improvements.</li> </ul>

Year Group	Year 3 Theme 1	Year 3 Theme 2	Year 3 Theme 3
Term	Autumn	Spring	Summer
Learning Theme	Don't Stop Believing 80s Rock	Three Little Birds Reggae	Bringing Us Together Disco
Substantive Knowledge	<ul style="list-style-type: none"> <li>Confidently identify and move to the pulse.</li> <li>Understand a good singing posture.</li> <li>Know how to sing in unison.</li> <li>Know how to sing in a simple round.</li> <li>Understand the role of pulse in ensemble work.</li> <li>Know how to respectfully hear and consider different opinions about music.</li> </ul>	<ul style="list-style-type: none"> <li>Think about what the words of a song mean.</li> <li>Discuss how a song makes them feel.</li> <li>Know the difference between pulse and rhythm.</li> <li>Know what it means to sing 'in tune'.</li> <li>Understand that clear articulation supports performance.</li> <li>Recognise that performing for an audience enhances the delivery of a song.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to discuss the musical dimensions of a song.</li> <li>Know five songs from memory, who sang or wrote them, and what the style is.</li> <li>Understand how music can be structured.</li> <li>Know how to create a melody using 1–5 different notes.</li> <li>Recognise that sound can be represented by symbols.</li> <li>Understand the purpose of self and peer evaluation in improving performance.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Develop listening skills to identify pulse.</li> <li>Find and demonstrate the pulse.</li> <li>Talk about how to stand or sit.</li> <li>Demonstrate a good singing posture.</li> <li>Sing in unison.</li> <li>Explore singing in a simple round (2 parts).</li> <li>Follow a leader when singing.</li> <li>Sing or rap confidently within a group.</li> <li>Explore the role of pulse in ensemble work, using it to support timing while singing.</li> <li>Listen respectfully to other people's thoughts.</li> <li>Reflect on group performance and individual contribution.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on song lyrics and interpret meaning.</li> <li>Share personal responses in group discussions.</li> <li>Sing with awareness of being 'in tune'.</li> <li>Move to either the pulse or rhythm.</li> <li>Play an instrument to either the pulse or rhythm.</li> <li>Clearly articulate lyrics while singing.</li> <li>Develop instrumental and vocal accuracy.</li> <li>Collaborate in rehearsals to improve performance.</li> <li>Express song meaning through performance.</li> <li>Sing with clear articulation.</li> <li>Recognise that singing 'to' an audience improves a performance by watching rehearsal videos.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of songs in different styles and by various artists.</li> <li>Choose one song and talk about the lyrics, instruments, and song sections (verse, bridge, etc.)</li> <li>Analyse and describe features of a musical piece with attempts at using key vocabulary.</li> <li>Recall and identify music styles and composers/artists.</li> <li>Create a melody using 1–5 different notes.</li> <li>Record composition in any way that recognises the connection between sound and symbol.</li> <li>Record and reflect on a performance.</li> <li>Watch back a performance and discuss what they liked and disliked, and why.</li> <li>Use self and peer evaluation to inform future improvements in performance.</li> </ul>

Year Group	Year 4 Theme 1	Year 4 Theme 2	Year 4 Theme 3
Term	Autumn	Spring	Summer
Learning Theme	Mamma Mia Pop	Lean on Me Gospel	Blackbird Getting to Know The Beatles
Substantive Knowledge	<ul style="list-style-type: none"> <li>Know a range of songs from memory, who sang or wrote them, and what their style is.</li> <li>Discuss the musical dimensions of a song. Know the characteristics of specific musical styles or genres.</li> <li>Understand how tempo, rhythm, and pitch contribute to a song.</li> <li>Understand the importance of posture, pitch accuracy, and re-entry when singing.</li> <li>Recognise how vocal expression and physical presence contribute to audience engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how musical dimensions work together.</li> <li>Use musical words when discussing music.</li> <li>Know and talk about the pulse of a song.</li> <li>Understand rhythm as long and short patterns.</li> <li>Know the names of instruments played in class.</li> <li>Understand pitch as high and low sounds that create melody.</li> <li>Recognise how music changes and what that means for expression.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the music and how it makes them feel.</li> <li>Select a lyric from a song and explain its meaning.</li> <li>Know that performing is sharing music with others.</li> <li>Understand that performing communicates thoughts, feelings, and ideas.</li> <li>Understand the purpose and expression involved in performance.</li> <li>Experience leading a group and following a leader during a performance.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Listen to a range of songs with different styles.</li> <li>Listen to a range of artists.</li> <li>Begin to analyse songs based on lyrics and sound.</li> <li>Identify stylistic elements using musical language.</li> <li>Name songs of a specific style or genre.</li> <li>Choose a song and discuss its lyrics, message, style, tempo, pitch and rhythm.</li> <li>Demonstrate a confident singing posture.</li> <li>Practise posture, pitch accuracy, and re-entry skills.</li> <li>Sing in unison, simple two-parts, and solo.</li> <li>Re-join the song if lost.</li> <li>Communicate meaning clearly and with emotion.</li> <li>Prepare for and deliver a confident performance.</li> <li>Use vocal expression and physical presence to communicate meaning to an audience.</li> <li>Present a performance designed to engage an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a song and discuss its musical dimensions.</li> <li>Compare musical dimensions in two/three songs.</li> <li>Use musical vocabulary to describe music.</li> <li>Identify the pulse of a song.</li> <li>Talk about the pulse of songs within the unit.</li> <li>Compare the pulse of two/three songs.</li> <li>Identify an instrument by sight and sound.</li> <li>Describe pitch as high and low sounds.</li> <li>Explain that pitch creates a melody.</li> <li>Listen to a song and identify when a new musical dimension has been changed/introduced.</li> <li>Discuss how musical dimensions impact emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Express personal responses to music.</li> <li>Express empathetic responses to music.</li> <li>Listen respectfully to other's opinions to music.</li> <li>Explain lyrical meaning.</li> <li>Suggest how a performance can communicate thoughts and feeling.</li> <li>Watch a recorded performance and discuss the expression involved.</li> <li>Follow a leader when playing an instrument.</li> <li>Follow a leader when singing.</li> <li>Lead a group by signalling when to play.</li> <li>Reflect on the delivery of a performance.</li> </ul>

Year Group	Year 5 Theme 1	Year 5 Theme 2	Year 5 Theme 3
Term	Autumn	Spring	Summer
Learning Theme	Living on a Prayer Rock Anthems	Dancing in the Street Motown	The Fresh Prince of Bel-Air Old School Hip Hop
Substantive Knowledge	<ul style="list-style-type: none"> <li>Identify and move to the pulse with ease.</li> <li>Discuss the message and emotions songs evoke.</li> <li>Know and sing five songs from memory.</li> <li>Know the title, artist, style, and, if possible, the era of known songs.</li> <li>Understand that everything performed must be rehearsed and learned.</li> <li>Know the importance of posture, articulation, and audience awareness when performing.</li> <li>Use key musical vocabulary when discussing and comparing songs.</li> <li>Understand the purpose of vocal warm-ups.</li> <li>Identify songs with similar styles or messages.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two songs in the same style.</li> <li>Know and discuss how musical dimensions combine and work together.</li> <li>Identify and discuss the main features of a song.</li> <li>Understand and appreciate that performing is a way of sharing music.</li> <li>Know and understand that performances are planned and can differ based on audience or occasion.</li> <li>Link musical dimensions to the emotions they evoke.</li> <li>Understand that different songs of the same style can have similarities and differences.</li> <li>Understand that rehearsing can build our confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Know and identify the style of the unit songs.</li> <li>Know characteristics that define the style of a song.</li> <li>Discuss the lyrics and the message of the song.</li> <li>Identify the instruments used in a song.</li> <li>Identify the music dimensions in a song.</li> <li>Suggest what effect musical dimensions have on the overall song.</li> <li>Talk about the historical context of a song.</li> <li>Understand the value of reflecting on performances and identifying areas of improvement.</li> <li>Play a tuned instrument with accuracy.</li> <li>Learn and play instrumental parts.</li> <li>Experience leadership in a range of contexts.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Lead and copy rhythms, following the pulse.</li> <li>Move to a range of pulses with ease.</li> <li>Listen to a wide range of songs from different styles, artists and eras.</li> <li>Identify songs from a specific artist or genre.</li> <li>Use musical vocabulary when sharing ideas.</li> <li>Compare songs using musical vocabulary.</li> <li>Listen respectfully to others' opinions.</li> <li>Talk about performance preparation and why it is important.</li> <li>Participate in group rehearsals.</li> <li>Demonstrate awareness for the audience.</li> <li>Demonstrate correct posture while singing.</li> <li>Create ideas for the group to respond to.</li> <li>Sing with clear articulation and accurate posture.</li> <li>Sing 'in tune' with control.</li> <li>Confidently sing in unison and backing vocals.</li> <li>Use the venue effectively.</li> <li>Communicate thoughts and feelings in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of songs in the unit style.</li> <li>Listen critically to two songs of the same style.</li> <li>Discuss and analyse key musical elements in songs.</li> <li>Identify interesting musical dimensions in a song.</li> <li>Discuss the similarities and differences of two songs of the same style.</li> <li>Say how music can be shared.</li> <li>Discuss aspects of performance using key vocabulary.</li> <li>Build rhythms suited to song style.</li> <li>Discuss how an audience can affect a performance.</li> <li>Discuss how the occasion can affect a performance.</li> <li>Discuss what emotions are specified musical dimension evokes.</li> <li>Explore solo and group singing confidently and reflect on the feelings it brought up.</li> <li>Participate in rehearsals and appreciate how this will improve a performance.</li> <li>Rehearse for a solo/group performance to build up confidence for the final performance.</li> <li>Perform as a soloist or in a group with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of songs in the unit style.</li> <li>Identify the unit style by listening.</li> <li>Name songs in the unit style.</li> <li>Name instruments and musical dimensions by listening.</li> <li>Discuss the musical dimensions of a song and the emotions they evoke both personally and empathetically.</li> <li>Explore the historical context of the unit style to discuss a song's historical context.</li> <li>Take it in turns to lead vocal warm-ups and rehearsals</li> <li>Rehearse and perform their own part.</li> <li>Follow musical cues from a leader.</li> <li>Cue in peers for a rehearsal.</li> <li>Copy and improvise using glockenspiel.</li> <li>Rehearse a short instrumental part following simple notation.</li> <li>Perform a short instrumental part from memory or following simple notation.</li> </ul>

Year Group	Year 6 Theme 1	Year 6 Theme 2	Year 6 Theme 3
Term	Autumn	Spring	Summer
Learning Theme	Happy Pop and Neo-Soul	You've Got A Friend 70s Ballads	YuStudio Hip Hop and Grime
Substantive Knowledge	<ul style="list-style-type: none"> <li>Know 6–10 songs from memory, including artist, style, and possibly era.</li> <li>Articulate the message of each song.</li> <li>Describe what makes two songs in the same genre distinct from each other.</li> <li>Understand the stylistic elements of different songs.</li> <li>Compare different musical features to deepen understanding of musical styles.</li> <li>Understand the impact of body posture and alignment on vocal performance.</li> <li>Understand how to adapt performances to different settings and how the venue affects the overall presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Name other songs from the same musical genre.</li> <li>Describe the key characteristics of selected songs.</li> <li>Know the lyrics of the songs.</li> <li>Explain the purpose of the structure of a song.</li> <li>Name and identify the instruments used in songs.</li> <li>Understand and simply explain the historical context of the music.</li> <li>Identify the basic music notation symbols and their meanings.</li> <li>Understand and explain that a successful performance requires planning, rehearsal, and learning of all parts involved.</li> <li>Be aware of the role of confidence in performance and the importance of performing with belief.</li> <li>Play an instrument with the correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>Use musical vocabulary when talking about songs.</li> <li>Know and talk about the main features of a song, what it is about, and the meaning of the lyrics.</li> <li>Understand how musical dimensions work together to create a piece of music.</li> <li>Explain the importance of warming up your voice.</li> <li>Know three well-known improvising musicians or rappers.</li> <li>Identify the components of a song.</li> <li>Simply explain that composition is made up of pulse, rhythm, pitch and tempo.</li> <li>Recognise stylistic features that make a melody fit the Hip Hop genre.</li> <li>Understand how musical dimensions work together to maintain a song's stylistic integrity.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Communicate the meaning of lyrics through clear and expressive articulation.</li> <li>Use descriptive language to explain how the music makes them feel.</li> <li>Contribute to group discussions and enhance collaborative thinking.</li> <li>Listen respectfully to others' opinions on music.</li> <li>Confidently sing songs from memory, focusing on staying in time and in tune with the accompaniment.</li> <li>Sing harmoniously with others, ensuring awareness of being 'in tune' and supporting the group's sound.</li> <li>Be conscious of good posture during singing.</li> <li>Demonstrate good posture and singing technique.</li> <li>Reflect on recorded performances, using musical vocabulary to evaluate strengths and areas for improvement.</li> <li>Perform with clear diction and emotion, ensuring the meaning of the lyrics is communicated through facial expressions and vocal dynamics.</li> <li>Adapt performance techniques to different environments.</li> <li>Offer constructive feedback to peers.</li> </ul>	<ul style="list-style-type: none"> <li>Improve performances by recognising strengths and areas for improvement from recordings.</li> <li>Listen attentively to songs and discuss the characteristics.</li> <li>Compare songs from a range of styles to identify similarities and differences.</li> <li>Engage in discussions about the historical context of songs and share ideas on how this links to the lyrics.</li> <li>Use musical vocabulary to describe how songs make them feel.</li> <li>Rehearse an instrumental part, using either written notation or memory, and practice until it can be performed accurately.</li> <li>Follow musical instructions from a leader maintaining awareness of timing, rhythm, and phrasing.</li> <li>Perform with confidence, accuracy, and appropriate expression to clearly communicate the music's content.</li> <li>Show mutual respect and share or receive constructive feedback.</li> <li>Reflect on their performance by discussing what went well and identifying areas for future improvement.</li> <li>Participate effectively in group rehearsals, knowing it will improve the outcome of the final performance.</li> </ul>	<ul style="list-style-type: none"> <li>Experience solo rapping or singing.</li> <li>Create simple Hip Hop melodies and rhythms.</li> <li>Play, sing, or rap with confidence.</li> <li>Share compositions (either live or recorded) with confidence, ready and prepared to discuss stylistic choices.</li> <li>Discuss the musical dimensions and how they work together to keep within the style.</li> <li>Hold class discussions to share ideas on what the song is about and the meaning of the lyrics.</li> <li>Listen to and reflect upon a composition and make musical decisions about how the melody fits the Hip Hop genre.</li> <li>Make musical decisions about how the melody fits the Hip Hop genre.</li> <li>Plan and lead an effective vocal warm-up.</li> <li>Participate and/or contribute to an effective vocal warm-up.</li> <li>Sing or rap in unison, solo, lead vocal, or backing vocals.</li> <li>Use YuStudio to create a Hip Hop or Grime beat.</li> <li>Play, sing, or rap with confidence in front of others.</li> <li>Prepare to discuss stylistic choices after sharing compositions.</li> </ul>