



MUSIC CURRICULUM COVERAGE

MUSIC INTENT

At Wheatlands Primary School, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. Having

We teach them to listen and to appreciate many different forms of music, discussing their own thoughts and opinions on lyrics, melody and how the music makes them feel.

Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. In addition to this we also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. In older year groups there is more focus on notation and musical composition

Children in EYFS explore a key musical element each term developing their singing and performing skills. The children are encouraged to sing familiar songs and music through other curriculum area

The Charanga scheme of work is used from Year 1 - 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians, singers and performers.

Music: 3-4 Years

| Singing | | Playing an instrument | Listening and appreciate | Create own music |
|----------------------------|---|---|--|---|
| National Curriculum | <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | <i>Pupils should be taught to play tuned and untuned instruments musically</i> | <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i> | <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i> |
| Knowledge | <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match) • Sing the melodic shape (moving melody, such as up and down and up) of familiar songs. | <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings. | <ul style="list-style-type: none"> • Listen with increased attention and sounds. • Respond to what they have heard, expressing their thoughts and feelings. | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Create their own songs, or improvise a song around one they know. |
| Skills | <ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. • Perform any of the nursery rhymes by singing and adding actions or dance. | <ul style="list-style-type: none"> • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about. | <ul style="list-style-type: none"> • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars. • Listen to high-pitched and low pitched sounds on a glockenspiel. | <ul style="list-style-type: none"> • Find the pulse by copying a character in a nursery rhyme, imaging a similar character or object and finding different ways to keep the pulse. • Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Explore high and low using voices and sounds of characters in songs. |

Music: Reception

| Singing | | Playing an instrument | Listening and appreciate | Create own music |
|----------------------------|---|---|--|---|
| National Curriculum | <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | <i>Pupils should be taught to play tuned and untuned instruments musically</i> | <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i> | <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i> |
| Knowledge | <ul style="list-style-type: none"> • sing or rap nursery rhymes and simple songs from memory. • Know songs have sections. | <ul style="list-style-type: none"> • A performance is sharing music | <ul style="list-style-type: none"> • Know twenty nursery rhymes off by heart • Know the stories of some of the nursery rhymes. | <ul style="list-style-type: none"> • Know that we can move with the pulse of the music. • Know that the words of songs can tell stories and paint pictures. |
| Skills | <ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. • Perform any of the nursery rhymes by singing and adding actions or dance. | <ul style="list-style-type: none"> • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about. | <ul style="list-style-type: none"> • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars. • Listen to high-pitched and low pitched sounds on a glockenspiel. | <ul style="list-style-type: none"> • Find the pulse by copying a character in a nursery rhyme, imaging a similar character or object and finding different ways to keep the pulse. • Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Explore high and low using voices and sounds of characters in songs. • Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. |

Music: Year 1

| Singing | | Playing an instrument | Listen and Appreciate | Create own music |
|----------------------------|---|--|---|---|
| National Curriculum | <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | <i>Pupils should be taught to play tuned and untuned instruments musically</i> | <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i> | <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i> |
| Knowledge | <ul style="list-style-type: none"> Confidently sing or rap five songs from memory and sing them in unison. | <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. | <ul style="list-style-type: none"> Know 5 songs off by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use. | <ul style="list-style-type: none"> Composing is like writing a story with music. Know that everyone can compose. |
| Skills | <ul style="list-style-type: none"> -Learn about voices, singing notes of different pitches (high and low). -Learn that they can make different types of sounds with their voices-you can rap or say words in rhythm. -Learn to start and stop singing when following a leader. | <ul style="list-style-type: none"> -Treat instruments carefully and with respect. -Play a tuned instrumental part with the song they perform. -Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (one-note part, a simple part, medium part). -Listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> -To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | <ul style="list-style-type: none"> -Help to create a simple melody using one, two or three notes. -Learn how the notes of the composition can be written down and changed if necessary. |

Music: Year 2

| Singing | | Playing an instrument | Listen and Appreciate | Create own music |
|----------------------------|--|---|---|--|
| National Curriculum | <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | <i>Pupils should be taught to play tuned and untuned instruments musically</i> | <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i> | <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i> |
| Knowledge | <ul style="list-style-type: none"> • Confidently know and sing five songs from memory. • Know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. (spoken word). • Know why we need to warm up our voices. | <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. | <ul style="list-style-type: none"> • Know five songs off by heart. • Know some songs have a chorus or a response/answer part. • Know that songs have a musical style. | <ul style="list-style-type: none"> • Composing is like writing a story with music. • Know that everyone can compose. |
| Skills | <ul style="list-style-type: none"> -Learn about voices singing notes of different pitches (high-low). -learn that they can make different types of sounds with their voices- you can rap (spoken word with rhythm). -Learn to find a comfortable singing position. -Learn to start and stop singing when following a leader. | <ul style="list-style-type: none"> -Treat instruments carefully and with respect. -Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). -Play the part in time with the steady pulse. -Listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> -To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. -To learn how songs can tell a story or describe an idea. | <ul style="list-style-type: none"> -Help create three simple melodies with the Units using one, three or five different notes. -Learn how the notes of the composition can be written down and changed if necessary. |

Music: Year 3

| | | Performing | Compose | Listen |
|----------------------------|--|--|--|--|
| National Curriculum | | <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> | <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> | <i>listen with attention to detail and recall sounds with increasing aural memory</i> |
| Knowledge | | <ul style="list-style-type: none"> • Know performing is sharing music with other people, an audience. • Know a performance doesn't have to be a drama! It can be to one person or to each other. • Understand you need to know and have planned everything that will be performed. • Know you must sing or rap the words clearly and play with confidence. • Know a performance can be a special occasion and involve an audience including people you don't know. • Know It is planned and different for each occasion. • Know it involves communicating feelings, thoughts and ideas about the song/ music. | <ul style="list-style-type: none"> • Understand a composition of music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Know different ways of recording compositions (letter names, symbols, audio etc.) | <ul style="list-style-type: none"> • Know five songs from memory and who sang them or wrote them. • Know the style of five songs. • Choose one song and be able to talk about: <ul style="list-style-type: none"> - Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamic, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song. |
| Skills | | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. | <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. --Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music |

Music: Year 3

| Use and understand | | Appreciate | History of music |
|----------------------------|--|--|--|
| National Curriculum | <i>use and understand staff and other musical notations</i> | <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <i>develop an understanding of the history of music</i> |
| Knowledge | <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, a recorder) | <ul style="list-style-type: none"> • Know that singing in a group can be called a choir • Know a leader or conductor is a person who the choir or group follow • Know songs can make you feel different things e.g. happy, energetic or sad • Know that singing as part of an ensemble or large group is fun, but that you must listen to each other • Know why you must warm up your voice | <ul style="list-style-type: none"> • Recognise the work of at least one famous composer |
| Skills | <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing. | |

Music: Year 4

| | | Performing | Compose | Listen |
|----------------------------|--|---|---|--|
| National Curriculum | | <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> | <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> | <i>Listen with attention to detail and recall sounds with increasing aural memory</i> |
| Knowledge | | <ul style="list-style-type: none"> • Know performing is sharing music with other people, an audience • Know a performance doesn't have to be a drama! It can be to one person or to each other • Know you need to know and have planned everything that will be performed • Know you must sing or rap the words clearly and play with confidence • Know a performance can be a special occasion and involve an audience including of people you don't know • Know it is planned and different for each occasion • Know it involves communicating feelings, thoughts and ideas about the song/music | <ul style="list-style-type: none"> • Know a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Know different ways of recording compositions (letter names, symbols, audio etc.) | <ul style="list-style-type: none"> • Know five songs from memory and who sang them or wrote them. • Know the style of the five songs. • Choose one song and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of that song (musical characteristics that give the song its style). - The lyrics: what the song is about. - Any musical dimensions featured in the song and where they are used (texture, dynamic, tempo, rhythm and pitch). - Identify the main sections of the song (introduction, verse, chorus etc). - Name some of the instruments they heard in the song. |
| Skills | | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. | <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • -When you talk try to use musical words. |

Music: Year 4

| Use and understand | | Appreciate | History of music |
|----------------------------|---|--|--|
| National Curriculum | <i>Use and understand staff and other musical notations</i> | <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <i>Develop an understanding of the history of music</i> |
| Knowledge | <ul style="list-style-type: none"> To know the instruments used in class (a glockenspiel, recorder or xylophone). Know other instruments they might play or be played in a band or orchestra or by their friends. | <ul style="list-style-type: none"> Know that singing in a group can be called a choir Know a leader or conductor is a person who the choir or group follow Know songs can make you feel different things e.g. happy, energetic or sad Know singing as part of an ensemble or large group is fun, but that you must listen to each other Know that texture is how a solo singer makes a thinner texture than a large group Know why you must warm up your voice | <ul style="list-style-type: none"> Begin to identify the style of work of Beethoven, Mozart and Elgar |
| Skills | <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. -To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. | <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. | |

Music: Year 5

| | | Performing | Compose | Listen |
|----------------------------|--|--|---|--|
| National Curriculum | | <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> | <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> | <i>Listen with attention to detail and recall sounds with increasing aural memory</i> |
| Knowledge | | <ul style="list-style-type: none"> • Know that performing is sharing music with other people, an audience • Know a performance doesn't have to be a drama! It can be to one person or to each other • Know everything that will be performed must be planned and learned • Know you must sing or rap the words clearly and play with confidence • Know a performance can be a special occasion and involve an audience including of people you don't know -It is planned and different for each occasion • Know a performance involves communicating ideas, thoughts and feelings about the song/music | <ul style="list-style-type: none"> • Know that a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Know that notation is the connection between sound and symbol | <ul style="list-style-type: none"> • Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? -To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> -Some of the style indicators of the songs (musical characteristics that give the songs their style) -The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time? |
| Skills | | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. -Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. |

Music: Year 5

| Use and understand | | Appreciate | History of music |
|----------------------------|---|---|---|
| National Curriculum | <i>use and understand staff and other musical notations</i> | <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <i>develop an understanding of the history of music</i> |
| Knowledge | <ul style="list-style-type: none"> • Know different ways of writing music down – e.g. staff notation, symbols • Know the notes C, D, E, F, G, A, B + C on the treble stave • Know the instruments they might play or be played in a band or orchestra or by their friends | <ul style="list-style-type: none"> • Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • Choose a song and be able to talk about: <ul style="list-style-type: none"> -Its main features -Singing in unison, the solo, lead vocal, backing vocals or rapping • Know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice | <ul style="list-style-type: none"> • contrast the work of a famous composer with another and explain preferences |
| Skills | <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. | <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. | |

Music: Year 6

| Performing | | Compose | Listen |
|----------------------------|---|--|---|
| National Curriculum | <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> | <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> | <i>listen with attention to detail and recall sounds with increasing aural memory</i> |
| Knowledge | <ul style="list-style-type: none"> • Know that performing is sharing music with an audience with belief • Know a performance doesn't have to be a drama! It can be to one person or to each other • Know everything that will be performed must be planned and learned • Know you must sing or rap the words clearly and play with confidence • Know a performance can be a special occasion and involve an audience including of people you don't know • Know It is planned and different for each occasion • Know a performance involves communicating ideas, thoughts and feelings about the song/music | <ul style="list-style-type: none"> • Know a composition of music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Know that Notation is the connection between sound and symbol | <ul style="list-style-type: none"> • Know five songs from memory, who sang or wrote them, when they were written and why? • Know the style of the songs and to name other songs from the Units in those styles. • Choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> -The style indicators of the songs (musical characteristics that give the songs their style) -The lyrics: what the songs are about -Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) -Identify the structure of the songs (intro, verse, chorus etc.) -Name some of the instruments used in the songs -The historical context of the songs. What else was going on at this time, musically and historically? -Know and talk about that fact that we each have a musical identity |
| Skills | <ul style="list-style-type: none"> -To choose what to perform and create a programme. -To communicate the meaning of the words and clearly articulate them. -To talk about the venue and how to use it to best effect. -To record the performance and compare it to a previous performance. -To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" | <ul style="list-style-type: none"> -Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. -Explain the keynote or home note and the structure of the melody. -Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) | <ul style="list-style-type: none"> -To identify and move to the pulse with ease. -To think about the message of songs. -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. -Listen carefully and respectfully to other people's thoughts about the music. -Use musical words when talking about the songs. -To talk about the musical dimensions working together in the Unit songs. -Talk about the music and how it makes you feel, using musical language to describe the music |

Music: Year 6

| National Curriculum | Use and understand | Appreciate | History of music |
|---------------------|--|--|---|
| | <i>use and understand staff and other musical notations</i> | <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <i>develop an understanding of the history of music</i> |
| Knowledge | <ul style="list-style-type: none"> • Know different ways of writing music down – e.g. staff notation, symbols • Know the notes C, D, E, F, G, A, B + C on the treble stave - Know what instruments they might play or be played in a band or orchestra or by their friends | <ul style="list-style-type: none"> • Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • Know about the style of the songs so you can represent the feeling and context to your audience • Choose a song and be able to talk about: <ul style="list-style-type: none"> - Know its main features: singing in unison, the solo, lead vocal, backing vocals or rapping - Know what the song is about and the meaning of the lyrics - Know and explain the importance of warming up your voice | <ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time |
| Skills | <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session | <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. | |