

## Music Curriculum Map

### Key Stage 1 National Curriculum

#### Aims :

The national curriculum for music aims to ensure that all pupils:

- 🎵 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
- 🎵 learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 🎵 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.

#### Key stage 1 Pupils should be taught to:

- 🎵 use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 🎵 play tuned and untuned instruments musically
- 🎵 listen with concentration and understanding to a range of high-quality live and recorded music
- 🎵 experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Key listening based on Model Music Curriculum

#### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Memory Box</b>	<b>Bright Lights, Big City</b>	<b>Dinosaurs</b>	<b>Moon Zoom</b>	<b>Splendid Skies</b>	<b>Rio de Vida</b>
<b>Big question</b>	How can you capture your memories?	Where should Kevin the Koala visit when he travels to London? Why?	How do we know dinosaurs existed?	How could you send Beegu back to the moon?	How does the weather change?	What is Brazil like compared to the UK?
<b>Music unit</b>	<b>Sounds Interesting</b> Exploring the sounds of different instruments. Creating sounds to represent different objects/events. <b>Song: One of a Kind</b> <b>Key listening: Rondo alla Turca, Mozart</b>	<b>The Long and The Short of it</b> Explore durations of sound by performing pieces using voices and instruments. <b>Song: Fly to London</b>	<b>Feel the Pulse</b> Learn to keep the pulse, and understand the difference between pulse and rhythm by performing a range of pieces using voices and instruments.	<b>Exploring Pitch</b> Be able to identify whether sounds are high, low or the same and describe sounds which get higher/lower though performing a range of pieces using instruments and voices.	<b>What's the Score?</b> <b>Composition toolbox-Improvising</b> Explore a range of instruments and ways of notating music using symbols. Learn about important musical symbols such as crescendo and how to respond to them. Improvise and 'compose' music which matches an image/story. Experiment with the sounds which	<b>Composition Toolbox-Improvising. Samba</b> Learn about Samba music and perform music from Brazil using instruments and voices. <b>Songs: La Morenada, Arrorro</b>

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			<p><b>Songs:</b> We are the Dinosaurs, I Never Saw A Dinosaur</p> <p><b>Key listening:</b> Wild Man, Kate Bush</p>	<p><b>Songs:</b> I See The Moon, Moon River</p> <p><b>Key listening:</b> Mars from The Planets</p>	<p>different instruments make, and how sounds can be layered and notated.</p> <p><b>Songs:</b> Lovely Summer's Day, Waddaly Ocean</p> <p><b>Key listening:</b> Runaway Blues, ,Ma Rainey</p>	<p><b>Key Listening:</b> Fanfarra, Sergi Mendes/Carlinhos Brown</p>
<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>🎵 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>🎵 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>🎵 Demonstrates increased understanding of music (e.g. getting louder/softer, names common instruments).</li> <li>🎵 Can play tuned and untuned instruments musically using limited resources.</li> <li>🎵 Listens to other children's ideas and takes turns.</li> </ul>					
	<ul style="list-style-type: none"> <li>🎵 Experiment with making, changing and combining sounds with some success.</li> </ul>	<ul style="list-style-type: none"> <li>🎵 Create music using a range of instruments with some musicality.</li> <li>🎵 Shows thoughtfulness towards musical outcome through trial and error.</li> <li>🎵 Explores the voice's ability to make different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>🎵 Can use shapes to represent sounds (simple graphic notation).</li> </ul>	<ul style="list-style-type: none"> <li>🎵 Explores the voice's ability to make different sounds.</li> <li>🎵 Beginning to link pitch to shapes showing the rise and fall of the music.</li> </ul>	<ul style="list-style-type: none"> <li>🎵 Experiment with making, changing and combining sounds with some success.</li> <li>🎵 Create music using a range of instruments with some musicality.</li> <li>🎵 Shows thoughtfulness towards musical outcome through trial and error.</li> <li>🎵 Can use shapes to represent sounds (simple graphic notation).</li> <li>🎵 Beginning to link pitch to shapes showing the rise and fall of the music.</li> <li>🎵 Can use shapes to represent sounds (simple graphic notation).</li> </ul>	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Street Detective	Land Ahoy!	Great Fire of London: Fire, Fire!	Muck, Mess and Mixtures	The Scented Garden	Beat, Band, Boogie
<b>Big question</b>	What is the geography of where I live?	Why do we love being beside the sea so much?	How do we know so much about what happened in the Great Fire of London?	Can you create a marvellous mixture that is better than George's?	Can Trent's garden be beautiful and useful?	What makes music?
<b>Music unit</b>	<p><b>Music Festival/Nativity</b></p> <p>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.</p> <p><b>Songs: London Medley, The Pirate Song, Pirates.</b></p> <p><b>Christmas Play: All pupils in Year 2 will sing in the Christmas Play.</b></p>		<p><b>Feel the Pulse</b></p> <p>Pupils will develop their understanding of pulse and rhythm through performing a range of songs and pieces. Pupils will be introduced to a range of different musical instruments, and pitch, tempo and dynamics.</p> <p><b>Songs: Clapping in the Castle</b></p> <p><b>Key listening: Hound Dog, Elvis Presley. Bolero, Ravel</b></p>	<p><b>Exploring Pitch</b></p> <p>Pupils will develop their understanding of pitch through performing a wide range of repertoire. They will follow a range of musical score to performing pieces on tuned percussion instruments such as xylophones.</p> <p><b>Song: Basil Plant Song?, With a little help from my Friends</b></p> <p><b>Key listening: With a Little Help from my Friends, The Beatles</b></p>	<p><b>Gamelan music Composition toolbox-telling stories</b></p> <p>Pupils will learn about Gamelan music and to sing and play some basic pieces. Focus on shadow puppets and storytelling and create own compositions using pentatonic instruments/untuned percussion.</p> <p><b>Song: Gamelan song, In the Wood there was a Tree</b></p> <p><b>Key listening: Night Ferry, Anna Clyne Baris, Gong Kebyar of Pelitan</b></p>	<p><b>Learning the Keyboard introduction</b></p> <p>They will learn to read basic musical notation and create their own music. They will perform music on a range of instruments including xylophone, glockenspiel and untuned percussion. Pupils will appraise their own and others' performances, focusing on aspects such as note accuracy and musicality.</p> <p><b>Songs: Hey Mr Miller, Thank you for the Music</b></p>
<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>					
			👉 Can play tuned and untuned instruments musically using limited resources	👉 Can use shapes to represent sounds (simple graphic notation).	👉 Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes).	

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		(e.g. selecting notes from the pentatonic scale, or performing using two notes).	<ul style="list-style-type: none"> <li>♫ Beginning to link pitch to shapes showing the rise and fall of the music.</li> <li>♫ Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes).</li> </ul>	<ul style="list-style-type: none"> <li>♫ Shows thoughtfulness towards musical outcome through trial and error.</li> <li>♫ Can use shapes to represent sounds (simple graphic notation).</li> <li>♫ Beginning to link pitch to shapes showing the rise and fall of the music.</li> </ul>
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### Key Stage 2 National Curriculum

#### Aims :

The national curriculum for music aims to ensure that all pupils:

- ♫ 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
- ♫ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♫ 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.

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### Key stage 2 pupils should be taught to:

- ♩ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♩ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♩ listen with attention to detail and recall sounds with increasing aural memory
- ♩ use and understand staff and other musical notations
- ♩ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♩ develop an understanding of the history of music.

### Key listening based on Model Music Curriculum

### Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Stone</b>	<b>Bronze and Iron</b>	<b>Tremors</b>	<b>Gods and Mortals</b>	<b>Predator!</b>	<b>Urban Pioneers</b>
<b>Big question</b>	How do we know so much about the Stone Age?	How did they change lives?	Why do some earthquakes cause more damage than others	What was the ancient Greeks' greatest achievement?	Which animal is the ultimate predator and why?	Is graffiti art or vandalism? Why?
<b>Music unit</b>	<p><b>Year 3 Band</b> Develop playing by ear and notation skills to perform a number of pieces as a class band using tuned percussion. (use Sarah Watts books)</p> <p><b>Song: We will Rock You. Stone Age Song. (Now the Sun is shining-Voiceworks)</b></p>	<p><b>Nativity</b> Pupils will mainly be preparing for the Nativity-they will work on developing good singing technique through learning the set songs.</p> <p><b>Christmas Play: Year 3 will have the main roles in the Nativity, and sing all of the songs.</b></p> <p><b>Key listening: Hallelujah from Messiah, Handel</b></p>	<p><b>Keyboard Skills</b> Throughout this year, Year 3 pupils will develop their technique on the keyboard. Pupils will learn to read basic musical notation (notes within the stave in the treble clef and basic note lengths) and be able to perform from notation.</p> <p><b>Song: About volcanoes Mr Parr</b></p> <p><b>Key listening: I Got You (I Feel Good), James Brown</b></p>	<p><b>Keyboard Skills</b> <b>Composition toolbox-structure</b> Compose music based on Pictures at an Exhibition. Focus on structure (e.g. Promenade/picture/promenade). Experiment with ways to represent contrasting pictures.</p> <p><b>Key listening: Night on a Bare Mountain, Mussorgsky (Pictures at an Exhibition, Mussorgsky)</b></p>	<p><b>Keyboard Skills</b> Continue to develop keyboard skills.</p> <p><b>Song: In the Jungle (signing)</b></p>	<p><b>Indian Music</b> <b>Composition toolbox-different styles</b> Pupils will learn about Indian Classical music and perform a piece using appropriate sounds on the keyboard which reflects the chosen scale e.g. Rag Desh and includes a drone, rag and tal (played on drums).</p> <p>Pupils will also create a Bollywood style piece using keyboards/iPads and recorded loops.</p> <p><b>Key listening: Sahela Re, Kishori Amonkar. Jai Ho, A.R. Rahman</b></p>
<b>Skills</b>	♩ Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.					

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	<ul style="list-style-type: none"><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. 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>
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Music Curriculum Map

**Year 4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Ruthless Romans	Road Trip USA	Anglo-Saxons	Raging Rivers	Seen and not heard	Bottoms, burps and bile
<b>Big question</b>	How did the arrival of the Romans change Britain?	What could I see out of my window?	Who were the Anglo-Saxon and how do we know what was important to them?	What is a river?	Who held the power in Victorian society?	What do our bodies do with the food we eat?
<b>Music unit</b>	<p><b>Year 4 Band</b> Develop playing by ear and notation skills to perform a number of pieces as a class band using tuned percussion. (use Sarah Watts books) <b>Songs: Hey Romans, Roman Numerals</b></p> <p><b>Key listening: Symphony No. 5, Beethoven</b></p>	<p><b>Keyboard Skills</b> Throughout this year, Year 4 pupils will develop their technique on the keyboard. Pupils will learn to read basic musical notation (notes within the stave in the treble clef and basic note lengths) and be able to perform from notation.</p> <p><b>Key listening: O Euchari, Hildegard. Take the 'A' Train, Duke Ellington Orchestra</b></p>	<p><b>Keyboard Skills</b> <b>Composition toolbox-moods and film music</b> Pupils will create music using keyboards and untuned percussion/own instruments to fit with a film clip. Pupils will consider musical elements e.g. dynamics, tempo, timbre as well as considering notation and structure. (Use Knick Knack + Beethoven 5<sup>th</sup> as example)</p> <p><b>Song: Blank Space 1066 by Miss Holmes?</b></p> <p><b>Key listening: Bhabiye Akh Larr Gayee, Bhujhangy Group. Tropical Bird, Trinidad Steel Band</b></p>	<p><b>BEAT Music Festival</b> Pupils will learn the songs to be performed at the BEAT Music Festival. This will include singing in parts and pieces from different times and places.</p> <p><b>BEAT Music Festival</b></p> <p><b>Key Listening: For the Beauty of the Earth, Rutter Wonderwall, Oasis</b></p>		

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<p><b>Skills</b></p>	<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. 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 Curriculum Map

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Vikings and Anglo-Saxons	Pharaoh	Scream Machine	Stargazer	Misty Mountain	Allotment
<b>Big question</b>	<b>Raiders or settlers: How should we remember the Vikings</b>	<b>Who were the ancient Egyptians and how do we know what was important to them?</b>	<b>What is needed to make a spine-tingling ride?</b>	<b>Could humans live on another planet?</b>	<b>Mountains: natural wonders or danger zones</b>	<b>Can you grow a sandwich?</b>
<b>Music unit</b>	<p><b>Year 5 Band</b> Develop playing by ear and notation skills to perform a number of pieces as a class band using tuned percussion. (use Sarah Watts books)</p> <p><b>Song: Loki the Joker (Viking Saga)</b></p> <p><b>Key listening: English Folk Song Suite, Vaughan Williams</b></p>	<p><b>Keyboard Skills</b> Throughout this year, Year 4 pupils will develop their technique on the keyboard. Pupils will learn to read basic musical notation (notes within the stave in the treble clef and basic note lengths) and be able to perform from notation.</p> <p><b>Song: Phunky Pharaohs</b></p> <p><b>Key listening: This Little Babe from Ceremony of Carols</b></p>	<p><b>Keyboard Skills</b> <b>Composition toolbox-moods and emotive music</b> Pupils will learn how to successfully select musical ideas to represent the scene/story of a ride. They will use percussion, tuned instruments, voice and technology.</p> <p><b>Songs: Fast Car</b></p> <p><b>Key listening: Symphonic Variations on an African Air, Coleridge-Taylor</b></p>	<p><b>Keyboard Skills</b> Continue to develop keyboard skills.</p> <p><b>Songs: How Far I'll Go, Touch The Sky</b></p> <p><b>Key listening: Jin-Go-La-Ba (Drums of Passion), Babatunde Olatunje Smalltown Boy, Bronski Beat</b></p>	<p><b>End of year show</b> Pupils will focus on vocal technique while working on performances for the end of year show.</p> <p><b>Song: Vegetable Samba</b></p> <p><b>Key listening: Play Dead, Björk Inkanyezi Nezazi, Ladysmith Black Mambazo</b></p>	
<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>♫ Can recognise when they are out of tune/time and attempt to correct themselves.</li> <li>♫ Experiment with using voice and instruments creatively, investigating ideas and techniques.</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> </ul>					

## Music Curriculum Map

	<ul style="list-style-type: none"><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>
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Music Curriculum Map

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project</b>	Battle of Barnet	Britain at War	Frozen Kingdoms	Hola Mexico!	Breathing Space	Gallery Rebels
<b>Big question</b>	What happened in Barnet in 1471?	Why was winning the Battle of Britain in 1940 so important?	Antarctica: everlasting winter wonderland or treacherous terrain?	Why did the ancient Maya change their way of life?	Who are Britain's National Parks for?	What makes art rebellious?
<b>Music unit</b>	<p><b>Blues/Year 6 Band</b> Pupils will learn about the history and key features of the blues, and perform C Jam Blues as a class. They will use this knowledge to write lyrics for and perform a Blues song. Pupils will use a range of instruments including keyboards, iPads and ukuleles.</p> <p><b>Song: Blues Composition about WWII</b></p> <p><b>Key listening: Mazurkas Op.24, Chopin Sea Shanties, Various Runaway Blues, Ma Rainey</b></p>	<p><b>Class Band-Winter Wonderland</b> Pupils will read the music for Winter Wonderland and perform it using a range of instruments including ukuleles, glockenspiels, keyboards and iPads.</p> <p><b>Song: Winter Wonderland</b></p> <p><b>Key listening: Sprinting Gazelle, Reem Kelani 1812 Overture, Tchaikovsky</b></p>	<p><b>Film Composition</b> Pupils will work in small groups to compose music to fit with a short film clip (e.g. Disney trailer/advert or 'frozen kingdom' themed). They will use a range of instruments and technology.</p> <p><b>Song: Big Yellow Taxi</b></p> <p><b>Key listening: Libertango, Piazzolla</b></p>	<p><b>Year 6 Band</b> Pupils will perform a range of popular music in 'bands' which include ukuleles, keyboards and other instruments which they can play. e.g. One Love (Bob Marley) <b>Song: La Morenada, Peanut Vendor</b></p> <p><b>Key listening: Connect It, Anna Meredith Say My Name, Destiny's Child</b></p>	<p><b>Songwriting/School Production</b> 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.</p> <p><b>Songs: End of Year Show</b></p>	
<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> </ul>					

## Music Curriculum Map

	<ul style="list-style-type: none"> <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>				
	<ul style="list-style-type: none"> <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> </ul>		<ul style="list-style-type: none"> <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> </ul>		<ul style="list-style-type: none"> <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> </ul>