

## Music - progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and Appraise</b>	<b>Knowledge</b>						
	<p>To listen to songs linked to the Charanga schemes of work.</p> <p>Talk about how the songs make them feel and whether they like the song and why.</p> <p>Begin to know and recognise the sound and names of some of instruments they can hear.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: 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</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: 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</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style).</p>

				<p>(introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p>	<p>where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.).</p> <p>Name some of the instruments they heard in the song.</p>	<p>songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p>	<p>The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</p> <p>Identify the structure of the songs (intro, verse, chorus etc.).</p> <p>Name some of the instruments used in the songs.</p> <p>The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity.</p>
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Skills							
Listen and respond to different styles of music by moving.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	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.	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.	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.	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.	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	

							<p>working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pulse, rhythm and pitch</b>	<b>Knowledge</b>						
	<p>Begin to know that music has a steady pulse, like a heartbeat.</p> <p>To begin to know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm and pitch work together</p> <p>Pulse: Finding the pulse – the heartbeat of the music</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p>

	To begin to discriminate between high and low sounds in the environment, in songs and using pitched musical instruments.		<p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments</p>	<p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>Rhythm: the long and short patterns over the pulse</p> <p>Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	How to keep the internal pulse	How to keep the internal pulse
	<b>Skills</b>						
	<p>Begin to find the pulse.</p> <p>Clap short, rhythmic Patterns.</p>	<p>Find the pulse.</p> <p>Listen to the rhythm and clap back.</p> <p>Copy back short rhythmic phrases based on words, with one and</p>	<p>Find the pulse.</p> <p>Listen to the rhythm and clap back.</p> <p>Copy back short rhythmic phrases based on words, with one and two</p>	<p>Find the Pulse</p> <p>Clap and say back rhythms</p> <p>Create your own simple rhythm patterns</p>	<p>Find the Pulse</p> <p>Clap and say back rhythms</p> <p>Create your own simple rhythm patterns</p>	<p>Find the pulse</p> <p>Copy back rhythms based on the words of the main song, that include syncopation/off beat</p>	<p>Find the pulse</p> <p>Copy back rhythms based on the words of the main song, that include syncopation/off beat</p>

		<p>two syllables whilst marching to the steady beat.</p> <p>Create rhythms for others to copy.</p> <p>Listen and sing back.</p> <p>Use their voice to copy back using 'la', whilst marching to the steady beat.</p>	<p>syllables whilst marching the steady beat.</p> <p>Create rhythms for others to copy.</p> <p>Listen and sing back.</p> <p>Use their voice to copy back using 'la', whilst marching the steady beat.</p>	<p>Lead the class using their simple rhythms</p> <p>Listen and sing back (no notation)</p> <p>Copy back with instruments, without then with notation</p>	<p>Lead the class using their simple rhythms</p> <p>Listen and sing back (no notation)</p> <p>Copy back with instruments, without then with notation</p>	<p>Copy back one-note riffs using simple and syncopated rhythm patterns</p> <p>Lead the class by inventing rhythms for others to copy back</p> <p>Copy back two-note riffs by ear and with notation</p> <p>Question and answer using two different notes</p>	<p>Copy back one-note riffs using simple and syncopated rhythm Patterns</p> <p>Lead the class by inventing rhythms for others to copy back</p> <p>Copy back two-note riffs by ear and with notation</p> <p>Question and answer using two different notes</p> <p>Copy back three-note riffs by ear and with notation</p> <p>Question and answer using three different notes</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	<b>Knowledge</b>						
	Listen to and learn to sing or sing along with nursery rhymes and action songs.	To confidently sing or rap five songs from memory and sing them in unison.	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir.</p> <p>Leader or conductor: A person who the choir or group follow.</p> <p>Songs can make you feel different things e.g. happy, energetic or sad.</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>To know why you must warm up your voice</p>	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture: How a solo singer makes a thinner</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the</p>

					texture than a large group		meaning of the lyrics
					To know why you must warm up your voice		To know and explain the importance of warming up your voice
	<b>Skills</b>						
	Take part in singing.  Follow instructions on when to sing.	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	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 (spoken word with rhythm).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader.	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.	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	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 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'.

						<p>you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Playing</b>	<b>Knowledge</b>						
	<p>Begin to learn the names of untuned percussion instruments and tuned instruments.</p> <p>Sort instruments according to the sounds they make.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, a recorder)</p>	<p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know and be able to talk about:</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To know and be able to talk about:</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>
	<b>Skills</b>						

	<p>Listen to and follow instructions on when to play an instrument.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>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).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>
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					section of the song.	To lead a rehearsal session.	To lead a rehearsal session.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Improvisation</b>	<b>Knowledge</b>						
	Begin to make music using percussion instruments, exploring the different sounds. Talk about why they have chosen certain sounds.	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes</p>

				<p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p>confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>
	<b>Skills</b>						
	<p>Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the</p>	<p>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Copy Back – Listen and sing back</p> <p>Play and Improvise – Using instruments, listen and play</p>	<p>Copy Back – Listen and sing back melodic patterns</p> <p>Play and Improvise – Using instruments,</p>	<p>Improvise! – Take it in turns to improvise using one note.</p> <p>Sing, Play and Copy Back – Listen and copy back using</p>	<p>Improvise! – Take it in turns to improvise using one note.</p> <p>Sing, Play and Copy Back – Listen and copy back using</p>

	<p>sound – smooth, crisp, scratchy, rattling, tinkling etc...-timbre)</p>	<p>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p>	<p>listen and play your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic</p>	<p>instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic</p>
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					Improvise! – Take it in turns to improvise using three different notes.	scale/a five-note pattern)	scale/a five-note pattern)
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition</b>	<b>Knowledge</b>						
	Begin to make music using percussion instruments, exploring the different sounds. Talk about why they have chosen certain sounds.	Composing is like writing a story with music.  Everyone can compose.	Composing is like writing a story with music.  Everyone can compose.	To know and be able to talk about:  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.  Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about:  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.  Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about:  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.  A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics,	To know and be able to talk about:  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.  A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics,

						texture and structure	texture and structure
						Notation: recognise the connection between sound and symbol	Notation: recognise the connection between sound and symbol
	<b>Skills</b>						
	Choose sounds to represent different things (the thunder, sea etc...)	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make Musical decisions about pulse, rhythm,</p>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm,</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>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.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>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.</p>

				pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Performance</b>	<b>Knowledge</b>						
	A performance is sharing music with other people, called an audience	A performance is sharing music with other people, called an audience	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with an audience with belief</p> <p>A performance doesn't have to be a drama! It can be to one person or</p>

			<p>An audience can include your parents and friends.</p>	<p>be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the</p>	<p>be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the</p>	<p>be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings</p>	<p>to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>
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	<b>Skills</b>						
	Take note of others when performing.  Sing songs, play classroom instruments and share and perform the learning that has taken place.	Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it.	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.	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	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...?”	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...?”

					what they would change and why.		
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