Music - progression of knowledge and skills

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

(introduction,	where they are	songs and where	The lyrics: what
verse, chorus	used	they	the songs are
etc.)	(texture,	are used (texture,	about.
Name some of	dynamics,	dynamics, tempo,	Any musical
the	tempo, rhythm	rhythm and pitch)	dimensions
instruments	and pitch).	Identify the main	featured in the
they heard in	Identify the	sections of the	songs and
the song	main sections	songs (intro, verse,	where they
the song	of the song	chorus	are used
	(introduction,	etc.)	(texture,
	_ ·	Name some of the	·
	verse, chorus etc).	instruments they	dynamics, tempo, rhythm,
	Name some of	heard in the songs	pitch and
	the	The historical	timbre).
	instruments	context of the	Identify the
			structure of the
	they heard in	songs. What else	
	the song.	was going on at this time?	songs (intro,
		this time?	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			
Listen and respond	To learn how	To learn how	To confidently	To confidently	To identify and	To identify and
to different styles of	they can enjoy	they can enjoy	identify and	identify and	move to the pulse	move to the
music by moving.	moving to	moving to music	move to the	move to the	with ease.	pulse with ease.
	music by	by dancing,	pulse.	pulse.		
	dancing,	marching,			To think about the	To think about
	marching,	being animals or	To think about	To talk about	message of songs.	the message of
	being	pop stars.	what the	the musical		songs.
	animals or pop		words of a	dimensions	To compare two	
	stars.	To learn how	song mean.	working	songs in the same	To compare two
		songs can tell a		together in the	style, talking about	songs in the
		story or describe	To take it in	Unit	what stands	same style,
		an idea.	turn to discuss	Songs, eg if the	out musically in	talking about
			how the song	song gets	each of them, their	what stands
			makes them	louder in the	similarities and	out musically in
			feel.	chorus	differences.	each of them,
				(dynamics).	Listen carefully and	their similarities
			Listen carefully	Talk about the	respectfully to	and differences.
			and	music and how	other people's	
			respectfully to	it makes them	thoughts about the	Listen carefully
			other people's	feel.	music.	and respectfully
			thoughts about			to other
			the music.	Listen carefully	When you talk try	people's
				and	to use musical	thoughts about
				respectfully to	words.	the
				other people's	To talk about the	music.
				thoughts about the	musical dimensions	Use musical
				music.	working together in	words when
				music.	the Unit	talking about
				When you talk	songs.	the songs.
				try to use	Suigs.	tile soligs.
				musical words.	Talk about the	To talk about
				iliusicai worus.	music and how it	the musical
					makes you feel.	dimensions
1					makes you leet.	ulliciisi0115

			working together in the Unit songs.
			Talk about the music and how it makes you feel, using musical language to describe the music.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Pulse, rhythm and pitch	Begin to know that music has a steady pulse, like a heartbeat. To begin to know that we can create rhythms from words, our names, favourite food, colours and animals.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to	Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
				create a song.			

To begin to discriminate between high and low sounds in the environment, in songs and using pitched musical instruments.		Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments	Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership:	How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
				group to copy or respond to		
			Skills	1 .copona to		
Begin to find the pulse.	Find the pulse.	Find the pulse.	Find the Pulse	Find the Pulse	Find the pulse	Find the pulse
Clap short, rhythmic Patterns.	Listen to the rhythm and clap back.	Listen to the rhythm and clap back.	Clap and say back rhythms Create your own	Clap and say back rhythms Create your own	Copy back rhythms based on the words of the main song,	Copy back rhythms based on the words of the main song,
	Copy back short rhythmic phrases based on words, with one and	Copy back short rhythmic phrases based on words, with one and two	simple rhythm patterns	simple rhythm patterns	that include syncopation/off beat	that include syncopation/off beat

	two syllables	syllables whilst	Lead the class	Lead the class	Copy back one-	Copy back one-
	whilst marching	marching the	using their	using their	note riffs using	note riffs using
	to the	steady beat.	simple rhythms	simple rhythms	simple and	simple and
	steady beat.				syncopated	syncopated
		Create rhythms	Listen and sing	Listen and sing	rhythm	rhythm
	Create rhythms	for others to	back (no	back (no	patterns	Patterns
	for others to	сору.	notation)	notation)		
	сору.				Lead the class by	Lead the class by
		Listen and sing	Copy back with	Copy back with	inventing	inventing
	Listen and sing	back.	instruments,	instruments,	rhythms for	rhythms for
	back.		without then	without then	others to copy	others to copy
		Use their voice	with notation	with notation	back	back
	Use their voice	to copy back				
	to copy back	using 'la', whilst			Copy back two-	Copy back two-
	using 'la', whilst	marching the			note riffs by ear	note riffs by ear
	marching to the	steady beat.			and with	and with
	steady beat.				notation	notation
					Question and	Question and
					answer using	answer using
					two different	two different
					notes	notes
						Copy back three-
						note riffs by ear
						and with
						notation
						Question and
						answer using
						three different
						notes
						110162

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Singing	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.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of	To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow.	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about:	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the
			using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	Songs can make you feel different things e.g. happy, energetic or sad. Singing as part	Songs can make you feel different things e.g. happy, energetic or sad	Singing in unison, the solo, lead vocal, backing vocals or rapping	feeling and context to your audience To choose a song and be able to talk about:
				of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm	of an ensemble or large group is fun, but that you must listen to each other	To know what the song is about and the meaning of the lyrics To know and explain the	Singing in unison, the solo, lead vocal, backing vocals or rapping
				up your voice	solo singer makes a thinner	importance of warming up your voice	To know what the song is about and the

			texture than a large group To know why you must warm up your voice		meaning of the lyrics To know and explain the importance of warming up your voice
		Skills			
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	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'.

	you fit into the group.
	To sing with awareness of being 'in tune'.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Playing	Begin to learn the names of untuned percussion instruments and tuned instruments. Sort instruments according to the sounds they make.	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	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.	To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave
				Skills	or orchestra or by their friends.	The instruments they might play or be played in a band or orchestra or by their friends	The instruments they might play or be played in a band or orchestra or by their friends

follow instruments carefully and when to play an instrument. Play a tuned instrumental part with the song they perform. Instruments carefully and with respect. Instruments carefully and with respect	Play a musical nstrument with he correct echnique within he context of
instructions on when to with respect. Play a tuned instrumental part with the song they perform. instructions on when to with respect. Carefully and with respect. Play any one, or all four, differentiated parts on a tuned parts on a tuned instrument—a part that parts on a tuned instrument—a parts on a tuned instrume	he correct echnique within
when to play an instrument. Play a tuned instrumental part with the song they perform. with respect. Play any one, or all four, differentiated parts on a tuned parts on a tuned instrument—a part that parts on a tuned instrument—a part that parts on a tuned part that part that part that part that parts on a tuned part that part that part that part that part that parts on a tuned part that part that parts on a tuned part that part that parts on a tuned part that part that parts on a tuned parts on a tuned part that parts on a tuned part that parts on a tuned parts	echnique within
play an instrument. Play a tuned instrumental part with the song they perform. Play a tuned instrumental perform. Play any one, or all of four, differentiated parts on a tuned perform. Play any one, or all four, differentiated parts on a tuned instrument – a instrument – a part that parts on a tuned instrument – a parts on a t	•
instrument. Play a tuned instrumental part with the song they perform. Play a tuned instrumental part that perform. Play any one, or all four, differentiated parts on a tuned instrument – a instrument – a instrument – a part that parts on a tuned instrument – a part that p	he context of
instrumental part with the song they perform. tuned instrumental part that perform. tuned instrumental differentiated parts on a tuned perform. all four, differentiated parts on a tuned parts on a tuned instrument – a part that parts on a tuned part that parts on a tuned part that p	
part with the song they perform. instrumental matches their instrument – a instru	he Unit song.
song they part that parts on a tuned parts on a tuned an instrumental an part that parts on a tuned part that part t	
perform. matches their instrument – a instrument – a part that pa	elect and learn
	n instrumental
	art that
musical one-note, simple one-note, simple matches their matches	natches their
Learn to play an challenge, using or medium part or medium part musical musical	nusical
instrumental one of the or the melody of or the melody of challenge, using ch	hallenge, using
part that differentiated the song) from the song from one of the on	ne of the
matches their parts (a one-memory or using memory or using differentiated differentiated	lifferentiated
musical note, simple or notation. parts – a one- pa	arts – a one-
challenge, using medium part). note, simple or no	ote, simple or
one of the To rehearse and To rehearse and medium part or medium p	nedium part or
differentiated Play the part in perform their perform their the melody of the	he melody of
parts (a one- time with the part within the part within the the song from the	he song from
note part, a steady pulse. context of the context of the memory or using memor	nemory or using
simple part, Unit song. Unit song. notation. no	otation.
medium part). Listen to and	
follow musical To listen to and To listen to and To rehearse and To	o rehearse and
Listen to and instructions follow musical follow musical perform their pe	erform their
	art within the
instructions from a leader. from a leader. context of the co	ontext of the
from a leader. Unit song. Ur	Jnit song.
To experience	S
	o listen to and
	ollow musical
	nstructions
	rom a leader.
in the playing	

		section of the	To lead a	To lead a
		song.	rehearsal	rehearsal
			session.	session.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Improvisation	Begin to make music using percussion instruments, exploring the different	Improvisation is about making up your own tunes on the spot. When someone	Improvisation is making up your own tunes on the spot.	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:
	sounds. Talk about why they have chosen certain sounds.	improvises, they make up their own tune that has	improvises, they make up their own tune that has	making up your own tunes on the spot When someone	making up your own tunes on the spot	making up your own tunes on the spot	making up your own tunes on the spot
		never been heard before. It is not written down and belongs to them.	never been heard before. It is not written down and belongs to them.	improvises, they make up their own tune that has never been heard before. It is not written	When someone improvises, they make up their own tune that has never been	When someone improvises, they make up their own tune that has never been	When someone improvises, they make up their own tune that has never been
		Everyone can improvise!	Everyone can improvise, and you can use one or two notes.	down and belongs to them To know that using one or two notes confidently is	heard before. It is not written down and belongs to them. To know that	heard before. It is not written down and belongs to them. To know that	heard before. It is not written down and belongs to them. To know that
				better than using five	using one or two notes confidently is	using one or two notes confidently is	using one, two or three notes

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

	a. a	a. a		I	I	I
sound – smooth,	Sing, Play and	Sing, Play and	your own	listen and play	instruments,	instruments,
crisp,	Improvise – Use	Improvise – Use	answer using	your	using two	using two
scratchy,	voices and	voices and	one note.	own answer	different notes.	different notes.
rattling,	instruments,	instruments,		using one note.		
tinkling etc	listen and	listen and	Improvise! –		Play and	Play and
timbre)	sing back, then	sing back, then	Take it in turns	Improvise! –	Improvise –	Improvise –
	listen and play	listen and play	to improvise	Take it in turns	Using your	Using your
	your own	your own	using one note.	to improvise	instruments,	instruments,
	answer using	answer using		using one note.	listen and play	listen and play
	one or two	one or two	Sing, Play and		your own	your own
	notes.	notes.	Copy Back –	Sing, Play and	answer using	answer using
			Listen and copy	Copy Back –	one or two	one or two
	Improvise! –	Improvise! –	back using	Listen and copy	notes.	notes.
	Take it in turns	Take it in turns	instruments,	back using		
	to improvise	to improvise	using two	instruments,	Improvise! –	Improvise! –
	using one or two	using one or two	different notes.	using two	Take it in turns	Take it in turns
	notes.	notes.		different notes.	to improvise	to improvise
			Play and		using one or two	using one or two
			Improvise –	Play and	notes.	notes.
			Using your	Improvise –		
			instruments,	Using your	Improvise! –	Improvise! –
			listen and play	instruments,	Take it in turns	Take it in turns
			your own	listen and play	to improvise	to improvise
			answer using	your own	using three	using three
			one or two	answer using	different notes.	different notes.
			notes.	one or two		
				notes.	Classroom Jazz 2	Classroom Jazz 2
					– Improvise with	– Improvise with
				Improvise! –	a feeling for the	a feeling for the
				Take it in turns	style of Bossa	style of Bossa
				to improvise	Nova and	Nova and
				using one or two	Swing using the	Swing using the
				notes.	notes D, E, G, A	notes D, E, G, A
					+ B (pentatonic	+ B (pentatonic
L	l .		<u>l</u>	1	= (= (

		Improvise! –	scale/a five-note	scale/a five-note
		Take it in turns	pattern)	pattern)
		to improvise		
		using three		
		different notes.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Composition	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	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	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.	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
				of recording compositions	compositions	has pulse, rhythm and	has pulse, rhythm and
				(letter names, symbols, audio	(letter names, symbols, audio	pitch that work together and are	pitch that work together and are
				etc.)	etc.)	shaped by tempo, dynamics,	shaped by tempo, dynamics,

		Skills		texture and structure Notation: recognise the connection between sound and symbol	texture and structure Notation: recognise the connection between sound and symbol
Choose sounds to simple melody represent using one, two or three notes. things (the thunder, sea etc) Learn how the composition can be written down and changed if necessary.	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.	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,	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,	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.	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 at make musical decisions about how the melodiconnects with the song.

		pitch, dynamics	pitch, dynamics	Record the	Record the
		and tempo.	and tempo.	composition in	composition in
				any way	any way
		Record the	Record the	appropriate that	appropriate that
		composition in	composition in	recognises the	recognises the
		any way	any way	connection	connection
		appropriate that	appropriate that	between sound	between sound
		recognises the	recognises the	and symbol (e.g.	and symbol (e.g.
		connection	connection	graphic/pictorial	graphic/pictorial
		between sound	between sound	notation).	notation).
		and symbol (e.g.	and symbol (e.g.		
		graphic/pictorial	graphic/pictorial		
		notation)	notation).		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
		Knowledge									
Performance	A performance	A performance	A performance	To know and be							
	is sharing music	is sharing music	is sharing music	able to talk	able to talk	able to talk	able to talk about:				
	with other	with other	with an	about:	about:	about:					
	people, called	people, called	audience.				Performing is				
	an audience	an audience		Performing is	Performing is	Performing is	sharing music with				
			A performance	sharing music	sharing music	sharing music	an audience with				
			can be a special	with other	with other	with other	belief				
			occasion and	people, an	people, an	people, an					
			involve a class,	audience	audience	audience	A performance				
			a year group or				doesn't have to be				
			a whole school.	A performance	A performance	A performance	a drama! It can be				
				doesn't have to	doesn't have to	doesn't have to	to one person or				

	An audience	be a drama! It	be a drama! It	be a drama! It	to each other
	can include	can be to one	can be to one	can be to one	
	your parents	person or	person or	person or	Everything that
	and friends.	to each other	to each other	to each other	will be performed
					must be planned
		You need to	You need to	Everything that	and learned
		know and have	know and have	will be	
		planned	planned	performed must	You must sing or
		everything that	everything that	be planned and	rap the words
		will be	will be	learned	clearly and play
		performed	performed		with confidence
				You must sing or	
		You must sing or	You must sing or	rap the words	A performance
		rap the words	rap the words	clearly and play	can be a special
		clearly and play	clearly and play	with confidence	occasion and
		with confidence	with confidence		involve an
				A performance	audience
		A performance	A performance	can be a special	including of
		can be a special	can be a special	occasion and	people you don't
		occasion and	occasion and	involve an	know
		involve an	involve an	audience	
		audience	audience	including of	It is planned and
		including of	including of	people you don't	different for each
		people you don't	people you don't	know	occasion
		know	know		
				It is planned and	A performance
		It is planned and	It is planned and	different for	involves
		different for	different for	each occasion	communicating
		each occasion	each occasion		ideas, thoughts
				A performance	and feelings
		It involves	It involves	involves	about the
		communicating	communicating	communicating	song/music
		feelings,	feelings,	ideas, thoughts	
		thoughts and	thoughts and	and feelings	
		thoughts and	thoughts and	and recinigs	
		including of people you don't know It is planned and different for each occasion It involves communicating	including of people you don't know It is planned and different for each occasion It involves communicating	people you don't know It is planned and different for each occasion A performance involves communicating	different for each occasion A performance involves communicating ideas, thoughts and feelings about the

			song/music	song/music	about the	
			J.		song/music	
			Skills			
Take note of	Choose a song	Choose a song	To choose what	To choose what	To choose what	To choose what to
others	they have learnt	they have learnt	to perform and	to perform and	to perform and	perform and
when	from the	from the	create a	create a	create a	create a
performing.	Scheme and perform it.	Scheme and perform it.	programme.	programme.	programme.	programme.
Sing songs, play	Poo		To communicate	Present a	To communicate	To communicate
classroom	They can add	They can add	the meaning of	musical	the meaning of	the meaning of
instruments	their ideas to	their ideas to	the words and	performance	the words and	the words and
and share and	the	the	clearly articulate	designed to	clearly articulate	clearly articulate
perform the	performance.	performance.	them.	capture the	them.	them.
learning that				audience.		
has taken	Record the	Record the	To talk about		To talk about	To talk about the
place.	performance	performance	the best place to	To communicate	the venue and	venue and how to
	and say how	and say how	be when	the meaning of	how to use it to	use it to best
	they were	they were	performing and	the words and	best effect.	effect.
	feeling about it.	feeling about it.	how to stand	clearly articulate		
			or sit.	them.	To record the	To record the
					performance	performance and
			To record the	To talk about	and compare it	compare it to a
			performance	the best place to	to a previous	previous
			and say how	be when	performance.	performance.
			they were	performing and		
			feeling, what	how to stand	To discuss and	To discuss and talk
			they were	or sit.	talk musically	musically about it
			pleased with		about it – "What	- "What went
			what they would	To record the	went well?" and	well?" and "It
			change and why.	performance	"It	would have been
				and say how	would have	even better if?"
				they were	been even	
				feeling, what	better if?"	
				they were		
				pleased with		

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			what they would	
			change and why.	