

Music - progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	Knowledge						
	<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</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</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</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</p>

				<p>main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p>	<p>the song and 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 their style)</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 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>give the songs their style).</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>
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							Know and talk about that fact that we each have a musical identity .
	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.	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>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.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>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.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's</p>

					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.	thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse, rhythm and pitch	Knowledge						
	Begin to know that music has a steady pulse, like a heartbeat.	To know that music has a steady pulse, like a heartbeat.	To know that music has a steady pulse, like a heartbeat.	Know how to find and demonstrate the pulse.	Know and be able to talk about:	Know and be able to talk about:	Know and be able to talk about:

	<p>To begin to know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To begin to discriminate between high and low sounds in the environment, in songs and using pitched musical instruments.</p>	<p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <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 the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</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>How pulse, rhythm and pitch work together</p> <p>Pulse: Finding the pulse – the heartbeat of the music</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>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>
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Skills							
	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.	<p>Listen to the rhythm and clap back.</p> <p>Copy back short rhythmic phrases based on words, with one and 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>Listen to the rhythm and clap back.</p> <p>Copy back short rhythmic phrases based on words, with one and two 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>Clap and say back rhythms</p> <p>Create your own simple rhythm patterns</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>Clap and say back rhythms</p> <p>Create your own simple rhythm patterns</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 rhythms based on the words of the main song, that include syncopation/off beat</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 rhythms based on the words of the main song, that include syncopation/off beat</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>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Knowledge						
	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</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,</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,</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</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</p>

			warm up our voices.	energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice	energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice	solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice	able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the 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	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with	To sing in unison and in simple two-parts. To demonstrate a good singing posture.	To sing in unison and in simple two-parts. To demonstrate a good singing posture.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture.

		<p>of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader</p>	<p>their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing</p>	<p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing	Knowledge						
	<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>
	Skills						
	Listen to and follow instructions on when to play an instrument.	Treat instruments carefully and with respect.	Treat instruments carefully and with respect.	To treat instruments carefully and with respect.	To treat instruments carefully and with respect.	Play a musical instrument with the correct technique within the	Play a musical instrument with the correct technique within the

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

				<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>two notes 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 you have heard in the Challenges in your improvisations</p>	<p>two notes 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 you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p>or three notes 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>
	Skills						
	Make different sounds (high and low – pitch;	Clap and Improvise – Listen and clap back, then listen and clap your	Clap and Improvise – Listen and clap back, then listen and clap your	Copy Back – Listen and sing back Play and Improvise –	Copy Back – Listen and sing back melodic patterns	Improvise! – Take it in turns to improvise using one note.	Improvise! – Take it in turns to improvise using one note.

	loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...-timbre)	own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.	own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.	Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.	Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.	Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Improvise! – Take it in turns to improvise using three different notes.	Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Improvise! – Take it in turns to improvise using three different notes.
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					<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 scale/a five-note pattern)</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 scale/a five-note pattern)</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Knowledge						
	<p>Begin to make music using percussion instruments, exploring the different sounds. Talk about why they have chosen certain sounds.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>To know and be able to talk about:</p> <p>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.</p>	<p>To know and be able to talk about:</p> <p>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.</p>	<p>To know and be able to talk about:</p> <p>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.</p>	<p>To know and be able to talk about:</p> <p>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.</p>

				Different ways of recording compositions (letter names, symbols, audio etc.)	Different ways of recording compositions (letter names, symbols, audio etc.)	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
	Skills						
	Choose sounds to represent different things (the thunder, sea etc...)	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written	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.	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.	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.	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.

		changed if necessary.	down and changed if necessary.	<p>Listen to and reflect upon the developing composition and make Musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	Knowledge						
	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>An audience can include your parents and friends.</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 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</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 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</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 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</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 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</p>

				<p>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 song/music</p>	<p>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 song/music</p>	<p>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>	<p>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>
	Skills						
	<p>Take note of others when performing.</p> <p>Sing songs, play classroom instruments and share and perform the learning</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>

	that has taken place.	Record the performance and say how they were feeling about it.	Record the performance and say how they were feeling about it.	<p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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