

## The Whartons Primary School- MUSIC Progression of Knowledge

BIG IDEA: Our vision for music is that all children are involved through enjoying, playing, composing and listening.

### Subject content

#### Key stage 1r

Pupils should be taught to:

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

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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

Curriculum Area/Big Ideas	FS	Y1	Y2	Y3	Y4	Y5	Y6
Whole class instrument	Taught by Junior Jam		Ocarinas	Recorders	Ukulele	Key boards	Taught by Junior Jam
Vocabulary	Perform, audience, sing, singers, pulse, rhythm, beat, imagination, performance, listen, respond, feelings, happy, sad, emotional, pitch, melody	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale,	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography,	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass,	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo,

				imagination, Disco.	digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.
<b>Cultural Capital/ Resilience activities</b>	<p>To perform to an audience</p> <p>To begin to understand different styles of music from different cultures.</p> <p>Singing at festivals such as Christmas, Harvest. Looking at songs for festivals from other cultures.</p>	<p>Drumming</p> <p>To perform to an audience</p> <p>To study songs from different cultures</p> <p>Singing at festivals such as Christmas, Harvest. Looking at songs for festivals from other cultures.</p>	<p>To learn an instrument</p> <p>To perform to an audience</p> <p>To study a variety of songs, including those from different cultures</p> <p>Singing at festivals such as Christmas, Harvest. Looking at songs for festivals from other cultures.</p>	<p>To learn an instrument</p> <p>To perform to an audience</p> <p>To study a variety of songs, including those from different cultures - During lessons and singing assembly</p> <p>Singing at festivals such as Christmas, Harvest. Looking at songs for festivals from other cultures.</p>	<p>To learn an instrument</p> <p>To perform to an audience</p> <p>To study a variety of songs, including those from different cultures - During lessons and singing assembly</p> <p>Singing at festivals such as Christmas, Harvest. Looking at songs for festivals from other cultures.</p>	<p>To learn an instrument</p> <p>To perform to an audience</p> <p>To study a variety of songs, including those from different cultures - During lessons and singing assembly</p> <p>Singing at festivals such as Christmas, Harvest. Looking at songs for festivals from other cultures.</p>	<p>To perform to an audience</p> <p>To study a variety of songs, including those from different cultures - During lessons and singing assembly</p> <p>Singing at festivals such as Christmas, Harvest. Looking at songs for festivals from other cultures.</p>
<b>Listen and Appraise Knowledge</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</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> <ul style="list-style-type: none"> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>	<p>During lessons and singing assembly -</p> <ul style="list-style-type: none"> <li>To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> </ul> </li> </ul>	<p>During lessons and singing assembly -</p> <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song</li> </ul>	<p>During lessons and singing assembly -</p> <p>Discuss who sang or wrote them, when they were written and, if possible, why?</p> <p>Be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul>	<p>During lessons and singing assembly -</p> <p>Discuss who sang or wrote them, when they were written and, if possible, why?</p> <p>Be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul>

				<ul style="list-style-type: none"> <li>o Name some of the instruments they heard in the song</li> </ul>	(introduction, verse, chorus etc). <ul style="list-style-type: none"> <li>• Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the songs</li> <li>o The historical context of the songs. What else was going on at this time?</li> </ul>	<ul style="list-style-type: none"> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the songs</li> <li>o The historical context of the songs. What else was going on at this time?</li> </ul>
<b>Listen and Appraise Skills</b>	Watch and talk about dance and performance art, expressing their feelings and responses.	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. <ul style="list-style-type: none"> <li>• To learn how songs can tell a story or describe an idea.</li> </ul>	To confidently identify and move to the pulse. <ul style="list-style-type: none"> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	To confidently identify and move to the pulse. <ul style="list-style-type: none"> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> </ul>	To identify and move to the pulse with ease. <ul style="list-style-type: none"> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul> ©	To identify and move to the pulse with ease. <ul style="list-style-type: none"> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Use musical words when talking about the songs.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical</li> </ul>

							language to describe the music.
<b>Singing Knowledge</b>	Sing in a group or on their own, increasingly matching the pitch and following the melody.	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory. <ul style="list-style-type: none"> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice.</li> </ul>	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. <ul style="list-style-type: none"> <li>To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. <ul style="list-style-type: none"> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul>
<b>Singing Skills</b>	Sing in a group or on their own, increasingly matching the pitch and following the melody.  Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and, when, appropriate, try to move in time with music.	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). <ul style="list-style-type: none"> <li>Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	To sing in unison and in simple two-parts. <ul style="list-style-type: none"> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>	To sing in unison and in simple two-parts. <ul style="list-style-type: none"> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul>	To sing in unison and to sing backing vocals. <ul style="list-style-type: none"> <li>To enjoy exploring singing solo.</li> <li>To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> </ul>	To sing in unison and to sing backing vocals. <ul style="list-style-type: none"> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>

						<ul style="list-style-type: none"> <li>To sing with awareness of being 'in tune'.</li> </ul>	
<b>Improvisation Knowledge</b>	Explore and engage in music making a dance, performing solo or in groups.	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. <ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>
<b>Improvisation Skills</b>	Explore and engage in music making a dance, performing solo or in groups.	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: <ul style="list-style-type: none"> <li>Bronze Challenge:</li> </ul>	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. <ul style="list-style-type: none"> <li>Bronze Challenge:</li> </ul>	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back

		<p>2. 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>3. Improvise! - Take it in turns to improvise using one or two notes.</p>	<p>2. 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>3. Improvise! - Take it in turns to improvise using one or two notes.</p>	<ul style="list-style-type: none"> <li>○ Copy Back - Listen and sing back</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! - Take it in turns to improvise using one note.</li> <li>• Silver Challenge: <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• Gold Challenge: <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>○ Improvise! - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Copy Back - Listen and sing back melodic patterns</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! - Take it in turns to improvise using one note.</li> <li>• Silver Challenge: <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• Gold Challenge: <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>○ Improvise! - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Bronze - Copy back using instruments. Use one note.</li> <li>○ Silver - Copy back using instruments. Use the two notes.</li> <li>○ Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise</p> <p>You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ Bronze - Improvise using one note.</li> <li>○ Silver - Improvise using two notes.</li> <li>○ Gold - Improvise using three notes.</li> </ul> <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>	<ul style="list-style-type: none"> <li>○ Bronze - Copy back using instruments. Use one note.</li> <li>○ Silver - Copy back using instruments. Use the two notes.</li> <li>○ Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise</p> <p>You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ Bronze - Improvise using one note.</li> <li>○ Silver - Improvise using two notes.</li> <li>○ Gold - Improvise using three notes.</li> </ul> <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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<b>Composition Knowledge</b>	Explore and engage in music making a dance, performing solo or in groups.	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, texture and structure • Notation: recognise the connection between sound and symbol	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 • Notation: recognise the connection between sound and symbol
<b>Composition Skills</b>	Explore and engage in music making a dance, performing solo or in groups.	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

<b>Performance Knowledge</b>	<p>Explore and engage in music making a dance, performing solo or in groups.</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience.</p> <ul style="list-style-type: none"> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with an audience with belief</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
<b>Performance Skills</b>	<p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and, when, appropriate, try to move in time with music.</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>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it -</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it -</li> </ul>

				were pleased with what they would change and why.	<ul style="list-style-type: none"> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	"What went well?" and "It would have been even better if...?"	"What went well?" and "It would have been even better if...?"
<b>Playing Knowledge</b>			Learn the names of the notes in their instrumental part from memory or when written down. <ul style="list-style-type: none"> <li>Know the names of untuned percussion instruments played in class.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, a recorder)</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Different ways of writing music down - e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Different ways of writing music down - e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
<b>Playing skills</b>			Treat instruments carefully and with respect. <ul style="list-style-type: none"> <li>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).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	To treat instruments carefully and with respect. <ul style="list-style-type: none"> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	To treat instruments carefully and with respect. <ul style="list-style-type: none"> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in</li> </ul>	Play a musical instrument with the correct technique within the context of the Unit song. <ul style="list-style-type: none"> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	Play a musical instrument with the correct technique within the context of the Unit song. <ul style="list-style-type: none"> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>

					the playing section of the song.	<ul style="list-style-type: none"> <li>• To lead a rehearsal session.</li> </ul> ©	<ul style="list-style-type: none"> <li>• To lead a rehearsal session</li> </ul>
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PSHE and Citizenship - by making music in groups, children learn to work effectively with others and they learn the importance of good working relationships. Making and performing music builds self confidence and often allows pupils who are not academically gifted to shine. Working together on a performance can be one of the most memorable things a child does in his or her time at school. Also, music gives children a vehicle for exploring feelings in a unique and safe way.

Spiritual, moral, social and cultural development - listening to, creating or performing music can sometimes be a moving or even spiritual experience. Singing in church at Harvest and Christmas are both examples of this. By studying the music of other cultures, children can develop more positive attitudes towards other cultures and societies that may be very different to their own.