

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genres	EYFS will cover the relevant music statements of Development Matters (included beneath the table)	Latin, Blues, Folk, Funk, Baroque, Bhangra, Bossa Nova, Music from Films, Big Band Jazz, Mash-Up, Latin Fusion	Rock, Pop, Soul, Film Music, Musicals A song with rapping and improvising for Christmas	Reggae, Disco (a disco song that tells a story)	Rap, Grime, Classical, Bhangra, Tango, Latin Fusion, Classic Pop	Old School Hip Hop, Jazz, Bossa Nova and Swing	70s Ballad/Pop and music inspired by your identity and women in the music industry
Vocabulary	See above	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, imagination, Disco.	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, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar,	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, 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.	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, ostinato, phrases, unison, Urban Gospel, civil rights, gender



Listen and Appraise (evaluate)	See above	Knowledge: •To know songs off by heart. • To know what the	Knowledge: To know songs off by heart. • To know some songs,	Knowledge: To know songs from memory and who sang them or wrote	percussion, birdsong, civil rights, racism, equality. Knowledge: To know songs from memory and who sang them or	Knowledge: To know songs from memory, who sang or wrote them, when they	equality, unison, harmony. Knowledge: To know songs from memory, who sang or wrote
		songs are about. • To know and recognise the sound and names of some of the instruments they use. Skills: • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	 have a chorus or a response/answer part. To know that songs have a musical style. Skills: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	 To 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 and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song 	 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. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main 	 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: o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main 	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 characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical
				Skills:	sections of the	sections of the songs	dimensions



Music Progression

			C
• To confidently	song (introduction,	(intro, verse, chorus	featured in the
identify and move to	verse, chorus etc).	etc.) • Name some of	songs and where
the pulse.	 Name some of 	the instruments they	they
 To think about 	the instruments	heard in the songs O	are used (texture,
what the words of a	they heard in the	The historical context	dynamics, tempo,
song mean.	song.	of the songs. What else	rhythm, pitch and
 To take it in turn to 		was going on at this	timbre)
discuss how the song	Skills:	time?	 Identify the
makes them feel.	 To confidently 		structure of the
 Listen carefully and 	identify and move	Skills:	songs (intro, verse,
respectfully to other	to the pulse.	To identify and move to	chorus etc.)
people's thoughts	• To talk about the	the pulse with ease.	O Name some of
about the	musical	 To think about the 	the instruments
music.	dimensions	message of songs.	used in the songs
	working together	 To compare two 	o The historical
	in the Unit	songs in the same style,	context of the
	songs eg if the	talking about what	songs. What else
	song gets louder in	stands out musically in	was going on at
	the chorus	each of them, their	this time, musically
	(dynamics).	similarities and	and historically?
	 Talk about the 	differences.	O Know and talk
	music and how it	 Listen carefully and 	about that fact
	makes them feel.	respectfully to other	that we each have
	 Listen carefully 	people's thoughts	a musical
	and respectfully to	about the music.	Identity
	other people's	• When you talk try to	,
	thoughts about the	use musical words.	
	music.	 To talk about the 	Skills:
	 When you talk 	musical dimensions	• To identify and
	try to use musical	working together in the	move to the pulse
	words.	Unit songs.	with ease.
		• Talk about the music	• To think about

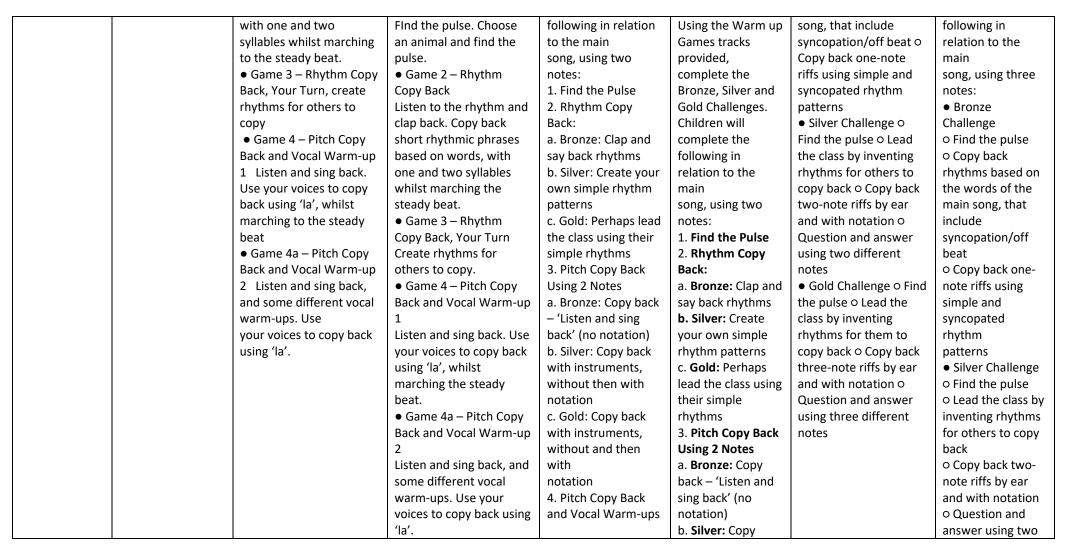
Music Progression

			and how it makes you	the message of
			feel.	songs.
				 To compare two
				songs in the same
				style, talking about
				what stands
				out musically in
				each of them, their
				similarities and
				differences.
				 Listen carefully
				and respectfully to
				other people's
				thoughts about
				the
				music.
				 Use musical
				words when
				talking about the
				songs.
				 To talk about the
				musical
				dimensions
				working together
				in the Unit
				songs.
				 Talk about the
				music and how it
				makes you feel,
				using musical
				language to
				describe the



							music.
Games	EYFS will cover the	Knowledge:	Knowledge:	Knowledge:	Know and be able	Knowledge:	Knowledge:
	relevant music	• To know that music has	To know that music has a		to talk about:	Know and be able to	Know and be able
	statements of	a steady pulse, like a	steady pulse, like a	Know how to find	 How pulse, 	talk about:	to talk about:
	Development	heartbeat.	heartbeat.	and demonstrate the	rhythm and pitch	 How pulse, rhythm, 	 How pulse,
	Matters (included	 To know that we can 	 To know that we can 	pulse.	work together	pitch, tempo, dynamics,	rhythm, pitch,
	beneath the table)	create rhythms from	create rhythms from	 Know the 	 Pulse: Finding 	texture and structure	tempo, dynamics,
		words, our names,	words, our names,	difference between	the pulse – the	work together and how	texture and
		favourite food, colours	favourite food, colours	pulse and rhythm.	heartbeat of the	they connect in a song	structure
		and animals.	and animals.	 K now how pulse, 	music	 How to keep the 	work together to
			 Rhythms are different 	rhythm and pitch	 Rhythm: the long 	internal pulse	create a song or
		Skills:	from the steady pulse.	work together to	and short patterns	 Musical Leadership: 	music
		There are progressive	 We add high and low 	create a song.	over the pulse	creating musical ideas	 How to keep the
		Warm-up Games and	sounds, pitch, when we	 Know that every 	 Know the 	for the group to copy or	internal pulse
		Challenges within each	sing and play our	piece of music has a	difference	respond to.	 Musical
		Unit that embed pulse,	instruments.	pulse/steady beat.	between pulse and		Leadership:
		rhythm and pitch.		 Know the 	rhythm	Skills:	creating musical
		Children will complete	Skills:	difference between a	 Pitch: High and 	Using the Warm up	ideas for the group
		the following in relation	There are progressive	musical question and	low sounds that	Games tracks provided,	to copy or
		to the main song:	Warm-up Games and	an answer.	create melodies	complete the Bronze,	respond to
		• Game 1 – Have Fun	Challenges within each		 How to keep the 	Silver and Gold	
		Finding The Pulse! Find	Unit that	Skills:	internal pulse	Challenges. Children	Skills:
		the pulse. Choose an	embed pulse, rhythm	Using the Warm up	 Musical 	will complete the	Using the Warm
		animal and find the pulse	and pitch. Children will	Games tracks	Leadership:	following in relation to	up Games tracks
			complete the following	provided, complete	creating musical	the main song, using	provided,
		• Game 2 – Rhythm	in	the Bronze, Silver	ideas for the group	three notes:	complete the
		Copy Back Listen to the	relation to the main	and	to copy or	 ● Bronze Challenge ○ 	Bronze, Silver and
		rhythm and clap back.	song:	Gold Challenges.	respond to	Find the pulse ○ Copy	Gold Challenges.
		Copy back short rhythmic	● Game 1 – Have Fun	Children will		back rhythms based on	Children will
		phrases based on words,	Finding the Pulse!	complete the	Skills:	the words of the main	complete the









					back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back		different notes • Gold Challenge • Find the pulse • Lead the class by inventing rhythms for them to copy back • Copy back three- note riffs by ear and with notation
					and Vocal Warm-		• Question and
					ups		answer using three different notes
Singing	Children will learn	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	to listen and sing	To confidently sing or rap	To confidently know and	To know and be able	To know and be	To know and	To know and
	nursery rhymes	songs from memory and	sing songs from memory.	to talk about:	able to talk about:	confidently sing songs	confidently sing
	and action songs.	sing them in unison	• To know that unison is	 Singing in a group 	 Singing in a 	and their parts from	songs and their
			everyone singing at the	can be called a choir	group can be called	memory, and to sing	parts from
		Skills:	same time.	 Leader or 	a choir	them with a strong	memory,
		 Learn about voices, 	 Songs include other 	conductor: A person	 Leader or 	internal pulse.	and to sing them
		singing notes of different	ways of using the voice	who the choir or	conductor: A	 To choose a song and 	with a strong
		pitches (high and low).	e.g. rapping (spoken	group follow	person who the	be able to talk about: O	internal pulse.
		 Learn that they can 	word).	 Songs can make 	choir or group	Its main features o	 To know about
		make different types of	 To know why we need 	you feel different	follow	Singing in unison, the	the style of the
		sounds with their voices	to warm up our voices.	things e.g. happy,	 Songs can make 	solo, lead vocal,	songs so you can
		 you can rap or say 		energetic or sad	you feel different	backing vocals or	represent the
		words in rhythm.	Skills:	 Singing as part of 	things e.g. happy,	rapping ○ To know	feeling
		 Learn to start and stop 	 Learn about voices 	an ensemble or large	energetic or sad	what the song is about	and context to
		singing when following a	singing notes of different	group is fun, but that	 Singing as part of 	and the meaning of the	your audience
		leader.	pitches (high and low).	you must	an ensemble or	lyrics o To know and	 To choose a song
			 Learn that they can 	listen to each other	large group is fun,	explain the importance	and be able to talk
			make different types of	 To know why you 	but that you must	of warming up your	about:



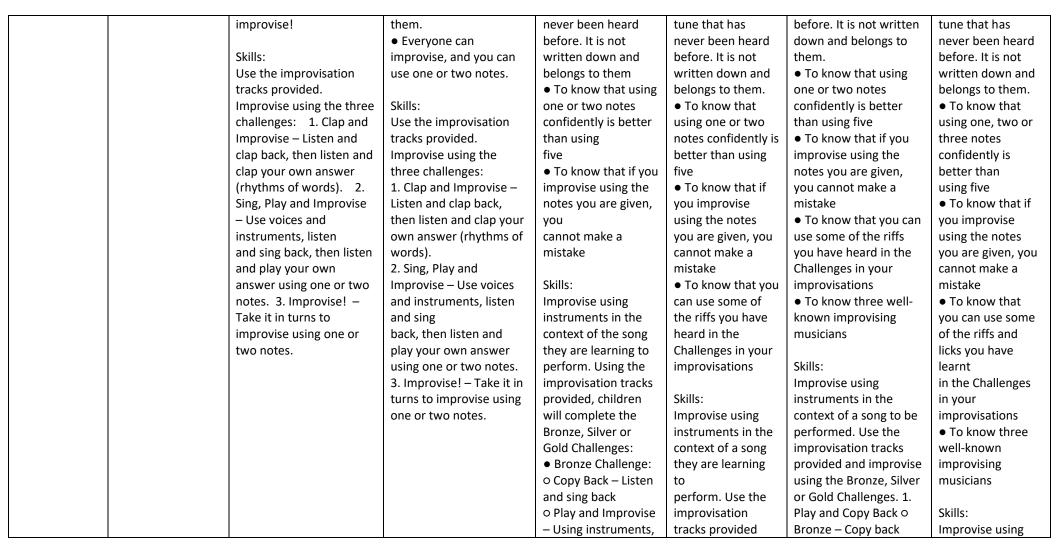
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		sounds with their voices	must warm up your	listen to each other	voice.	Olts main features
		- You can rap (spoken	voice	• Texture: How a	Skills:	 Singing in
		word with rhythm).		solo singer makes a	To sing in unison and to	unison, the solo,
		 Learn to find a 	Skills:	thinner texture	sing backing vocals.	lead vocal, backing
		comfortable singing	 To sing in unison 	than a large group	 To enjoy exploring 	vocals or
		position.	and in simple two-	 To know why 	singing solo. To listen to	rapping
		 Learn to start and stop 	parts.	you must warm up	the group when	o To know what
		singing when following a	 To demonstrate a 	your voice	singing.	the song is about
		leader.	good singing		 To demonstrate a 	and the meaning
			posture.	Skills:	good singing posture.	of the lyrics
			• To follow a leader	• To sing in unison	• To follow a leader	o To know and
			when singing.	and in simple two-	when singing.	explain the
			 To enjoy exploring 	parts.	 To experience 	importance of
			singing solo.	 To demonstrate 	rapping and solo	warming up your
			 To sing with 	a good singing	singing.	voice
			awareness of being	posture.	 To listen to each 	
			'in tune'.	• To follow a	other and be aware of	Skills:
			 To have an 	leader when	how you fit into the	• To sing in unison
			awareness of the	singing.	group.	and to sing backing
			pulse internally	• To enjoy	 To sing with 	vocals.
			when singing.	exploring singing	awareness of being 'in	 To demonstrate
			0.0	solo.	tune'.	a good singing
				 To sing with 		posture.
				awareness of being		• To follow a
				'in tune'.		leader when
				• To rejoin the		singing.
				song if lost.		 To experience
				• To listen to the		rapping and solo
				group when		singing.
				singing.		 To listen to each
						other and be
						aware of how you
L	l	l	1	1		aware of now you

							fit into the group.
							• To sing with
							awareness of
							being 'in tune'.
Playing /	EYFS will cover the	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
musical	relevant music	• Learn the names of the		To know and be able	To know and be	To know and be able to	To know and be
notation	statements of	notes in their	Learn the names of the	to talk about:	able to talk about:	talk about:	able to talk about:
	Development	instrumental part from	notes in their	 The instruments 	• The instruments	 Different ways of 	 Different ways of
	Matters (included	memory or when written	instrumental part from	used in class (a	used in class (a	writing music down –	writing music
	beneath the table)	down.	memory	glockenspiel, a	glockenspiel,	e.g. staff notation,	down – e.g. staff
		• Learn the names of the	or when written down.	recorder)	recorder or	symbols	notation, symbols
		instruments they are	 Know the names of 		xylophone).	 The notes C, D, E, F, 	 The notes C, D,
		playing.	untuned percussion	Skills:	 Other 	G, A, B + C on the treble	E, F, G, A, B + C on
			instruments played in	 To treat 	instruments they	stave	the treble stave
		Skills:	class.	instruments carefully	might play or be	 The instruments they 	 The instruments
		 Treat instruments 		and with respect.	played in a band or	might play or be played	they might play or
		carefully and with	Skills:	 Play any one, or all 	orchestra	in a band or orchestra	be played in a
		respect.	 Treat instruments 	of four,	or by their friends.	or by their friends	band or orchestra
		 Play a tuned 	carefully and with	differentiated parts			or by their friends
		instrumental part with	respect.	on a tuned	Skills:	Skills:	
		the song they perform.	 Learn to play a tuned 	instrument –	 To treat 	Play a musical	Skills:
		 Learn to play an 	instrumental part that	a one-note, simple or	instruments	instrument with the	 Play a musical
		instrumental part that	matches their musical	medium part or the	carefully and with	correct technique	instrument with
		matches their	challenge, using one of	melody of the song)	respect.	within the context of	the correct
		musical challenge, using	the differentiated parts	from	 Play any one, or 	the Unit song.	technique within
		one of the differentiated	(a one-note, simple or	memory or using	all four,	 Select and learn an 	the
		parts (a one-note part, a	medium part).	notation.	differentiated	instrumental part that	context of the Unit
		simple part, medium	 Play the part in time 	 To rehearse and 	parts on a tuned	matches their musical	song.
		part).	with the steady pulse.	perform their part	instrument – a	challenge, using one of	 Select and learn
		 Listen to and follow 	 Listen to and follow 	within the context of	one-note, simple	the differentiated parts	an instrumental
		musical instructions from	musical instructions from	the Unit song.	or medium part or	 a one-note, simple or 	part that matches
		a leader.	a leader.	 To listen to and 	the melody of the	medium part or the	their musical





				follow musical instructions from a leader.	song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.	 melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.
Improvisation	See above	Knowledge: • 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	Knowledge: 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	Knowledge: 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	Knowledge: 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	Knowledge: 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	Knowledge: 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







Music Progression

listen and play your	and improvise	using instruments. Use	instruments in the
	using the	one note. O Silver –	context of a song
own answer using	-		-
one note.	Bronze, Silver or	Copy back using	to be performed.
 Improvise! – Take 	Gold Challenges.	instruments. Use the	Use the
it in turns to	Bronze	two notes. O Gold –	improvisation
improvise using one	Challenge:	Copy back using	tracks provided
note.	 Copy Back – 	instruments. Use the	and improvise
 Silver Challenge: 	Listen and sing	three notes. 2. Play and	using the Bronze,
 Sing, Play and Copy 	back melodic	Improvise You will be	Silver or Gold
Back – Listen and	patterns	using up to three notes:	Challenges.
copy back using	O Play and	 Bronze – Question 	1. Play and Copy
instruments, using	Improvise – Using	and Answer using	Back
two different notes.	instruments, listen	instruments. Use one	○ Bronze – Copy
o Play and Improvise	and play your	note in your answer. O	back using
– Using your	own answer using	Silver – Question and	instruments. Use
instruments, listen	one note.	Answer using	one note.
and play	 Improvise! – 	instruments. Use two	o Silver – Copy
your own answer	Take it in turns to	notes in your answer.	back using
using one or two	improvise using	Always start on a G. O	instruments. Use
notes.	one note.	Gold – Question and	the two notes.
 Improvise! – Take 	• Silver Challenge:	Answer using	o Gold – Copy back
it in turns to	O Sing, Play and	instruments. Use three	using instruments.
improvise using one	Copy Back – Listen	notes in your answer.	Use the three
or two	and copy back	Always start on a G. 3.	notes.
notes.	using	Improvisation! You will	2. Play and
 Gold Challenge: 	instruments, using	be using up to three	Improvise You will
o Sing, Play and Copy		notes. The notes will be	be using up to
Back – Listen and	notes.	provided on-screen and	three notes:
copy back using	O Play and	in the lesson plan: O	o Bronze –
instruments, two	Improvise – Using	Bronze – Improvise	Question and
,			
different notes.	your instruments,	using one note. O Silver	Answer using



Music Progression

				natas o Cald	
		– Using your	your own answer	notes. O Gold –	one
		instruments, listen	using one or two	Improvise using three	note in your
		and play	notes.	notes. Classroom Jazz 2	answer.
		your own answer	o Improvise! –	 Improvise with a 	 Silver – Question
		using two different	Take it in turns to	feeling for the style of	and Answer using
		notes.	improvise using	Bossa Nova and Swing	instruments. Use
		○ Improvise! – Take	one or two	using the notes D, E, G,	two
		it in turns to	notes.	A + B (pentatonic	notes in your
		improvise using	 Gold Challenge: 	scale/a five-note	answer. Always
		three different	o Sing, Play and	pattern)	start on a G.
		notes.	Copy Back – Listen		o Gold – Question
			and copy back		and Answer using
			using		instruments. Use
			instruments, two		three
			different notes.		notes in your
			O Play and		answer. Always
			Improvise – Using		start on a G.
			your instruments,		3. Improvisation!
			listen and play		You will be using
			your own answer		up to three notes.
			, using two different		The notes will be
			notes.		provided on-
			o Improvise! –		screen and in the
			Take it in turns to		lesson plan:
			improvise using		o Bronze –
			three different		Improvise using
			notes.		one note.
					o Silver –
					Improvise using
					two notes.
					o Gold – Improvise
					using three notes.

Composition	EYFS will cover the relevant music statements of	Knowledge: • Composing is like writing a story with	Knowledge: Composing is like writing a story with music.	Knowledge: To know and be able to talk about:	Knowledge: To know and be able to talk about:	Knowledge: To know and be able to talk about:	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) Knowledge: To know and be able to talk about:
	statements of Development Matters (included beneath the table)	 writing a story with music. Everyone can compose. Skills: 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 	 a story with music. Everyone can compose. Skills: 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. 	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.)	 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, 	 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 	 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
				 audio etc.) Skills: Help create at least one simple melody using one, three or five 	audio etc.)	Notation: recognise the connection between sound and symbol. Skills: Create simple melodies using up to five	work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the





Music Progression

	different notes.	three or all five	different notes and	connection
	 Plan and create a 	different notes.	simple rhythms that	between sound
	section of music that	 Plan and create a 	work musically with the	and symbol
	can be performed	section of music	style of the Unit song.	
	within the	that can be	• Explain the keynote	
	context of the unit	performed within	or home note and the	Skills:
	song.	the	structure of the	 Create simple
	 Talk about how it 	context of the unit	melody.	melodies using up
	was created.	song.	 Listen to and reflect 	to five different
	 Listen to and 	• Talk about how it	upon the developing	notes and simple
	reflect upon the	was created.	composition and make	rhythms that work
	developing	 Listen to and 	musical decisions about	, musically with the
	composition and	reflect upon the	how the melody	style of the Unit
	make	developing	connects with the song.	song.
	musical decisions	composition and	• Record the	• Explain the
	about pulse, rhythm,	make	composition in any way	keynote or home
	pitch, dynamics and	musical decisions	appropriate that	note and the
	tempo.	about pulse,	recognises the	structure of the
	 Record the 	rhythm, pitch,	connection between	melody.
	composition in any	dynamics and	sound and symbol (e.g.	 Listen to and
	way appropriate that	tempo.	graphic/pictorial	reflect upon the
	recognises the	 Record the 	notation).	developing
	connection between	composition in any		composition and
	sound and symbol	way appropriate		make
	(e.g.	that recognises the		musical decisions
	graphic/pictorial	connection		about how the
	notation).	between sound		melody connects
		and symbol (e.g.		with the song.
		graphic/pictorial		• Record the
		notation).		composition in any
		,		way appropriate
				that recognises the

							connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	Provide children with opportunities to perform songs they have learnt.	 Knowledge: A performance is sharing music with other people, called an audience. Skills: Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	Knowledge: A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. Skills: • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling	Knowledge: To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence	Knowledge: To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence	Knowledge: To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know	Notation). Knowledge: To know and be able to talk about: • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance
			about it.	 A performance can be a special occasion and involve an audience including of people, you don't know 	• A performance can be a special occasion and involve an audience including of	 It is planned and different for each occasion A performance involves communicating ideas, 	can be a special occasion and involve an audience including of people, you don't





Music Progression

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	• To record the	talk musically
	performance and	about it – "What
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	feeling, what they	"It
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