



St Mary's Catholic Primary School
Living and Learning Together – Shining in our Faith
**Music Key Skills and Progression in
 Disciplinary Knowledge**

**Early Years Foundation Stage Curriculum
 Expressive Arts – Music**

EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3 and 4 year olds	Reception	End of Reception Early Learning Goals
<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person • Sing the melodic shape of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas. 	<p>Singing</p> <ul style="list-style-type: none"> • Sings known songs • Pitch matches confidently at one pitch • Begins to pitch match over several pitches • Enjoys exploring and experimenting with songs <p>Making Music</p> <ul style="list-style-type: none"> • Explores different ways of using voice • Explores different ways of using instruments <p>Performing</p> <ul style="list-style-type: none"> • Begins to change known songs • Engages in exploring instruments and vocal sounds and shares with a group <p>Movement</p> <ul style="list-style-type: none"> • Moves to music • Begins to keep the beat using different parts of the body. • When listening to music, begin to express how it makes them feel through their movements <p>Communication</p>	<p><u>ELG: Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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 the music.

	<ul style="list-style-type: none"> Starts to use a range of musical terms linked to music Can name simple instruments Listens carefully to a range of songs, rhymes and music <p>Collaboration</p> <ul style="list-style-type: none"> Can make music with friends in a small group 	
--	---	--

NATIONAL CURRICULUM KEY STAGES 1 & 2: Music

The National Curriculum aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology
- appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Listen / Respond / Appraise						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p> <p>*To know twenty nursery rhymes off by heart.</p> <p>*To know the stories of some of the nursery rhymes.</p> <p>Skills</p>	<p>Knowledge</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>Knowledge</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>Skills</p>	<p>Knowledge</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</p>	<p>Knowledge</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:</p>	<p>Knowledge</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>Knowledge</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 learn that music can touch your feelings. *To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Skills *To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>*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.</p>	<p>about: o 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 Skills *To confidently identify and move to the pulse. *To think about what the words of a song mean. *To take it in turn to discuss how the song makes them feel. *Listen carefully and respectfully to other people's thoughts about music.</p>	<p>*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 sections of the song (introduction, verse, chorus etc). *Name some of the instruments they heard in the song. rhythm and pitch) *Identify the main sections of the songs (intro, verse, chorus etc.) Skills *To confidently identify and move to the pulse. *To talk about the musical dimensions working together in the</p>	<p>*To choose two or three other songs and be able to talk about: *Some of the style indicators of the songs (musical characteristics that give the songs their style) *The lyrics: what the songs are about *Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, dynamics, tempo, *Name some of the instruments they heard in the songs. * The historical context of the songs. What else was going on at this time?</p>	<p>*To choose three or four other songs and be able to talk about: *The style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about *Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) *Identify the structure of the songs intro, verse, chorus etc.) *Name some of the instruments used in the songs *The historical context of the songs. What else was going on at this time, musically and historically? *Know and talk about that fact that we each have a musical identity.</p>
--	---	--	--	--	--	--

				<p>Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>*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>*When you talk try to use musical words.</p>	
--	--	--	--	---	--

Explore and Create / Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p> <p>*To know that we can move with the pulse of the music.</p> <p>*To know that the words of songs can tell stories and paint pictures.</p> <p>Skills</p> <p>*Find and keep the pulse</p> <p>*Follow a pattern</p>	<p>Knowledge</p> <p>*To know that music has a steady pulse, like a heartbeat.</p> <p>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Skills</p> <p>* Game 1 –find the pulse</p> <p>*Game 2 –. Copy back short rhythmic phrases based on words, with one and two syllables</p>	<p>Knowledge</p> <p>*To know that music has a steady pulse, like a heartbeat.</p> <p>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>*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>Knowledge</p> <p>*Know how to find and demonstrate the pulse.</p> <p>*Know the difference between pulse and rhythm.</p> <p>*Know how pulse, rhythm and pitch work together to create a song.</p> <p>*Know that every piece of music has a pulse/steady beat.</p>	<p>Knowledge</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>Knowledge</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>Skills</p> <p>*Bronze Challenge - Find the pulse</p>	<p>Knowledge</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> <p>Skills</p> <p>*Bronze Challenge o Find the pulse</p>

	<p>whilst marching to the steady beat.</p> <p>*Game 3 –Create rhythms for others to copy</p> <p>*Game 4 – Pitch copy back using 'la', whilst marching to the steady beat</p> <p>*Game 4a – Pitch Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'</p>	<p>Skills</p> <p>*Game 1 –Find the pulse.</p> <p>*Game 2 – Rhythm Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>*Game 3 – Rhythm Create rhythms for others to copy.</p> <p>*Game 4 – Pitch Copy Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</p> <p>*Game 4a – Pitch 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>*Know the difference between a musical question and an answer</p> <p>Skills</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups 	<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>Skills</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation 	<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>*Silver Challenge Find the pulse 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>*Gold Challenge Find the pulse Lead the class by inventing rhythms for them to copy back</p> <p>Copy back three-note riffs by ear and with notation</p> <p>Question and answer using three 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>*Silver Challenge Find the pulse 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>*Gold Challenge Find the pulse Lead the class by inventing rhythms for them to copy back</p> <p>Copy back three-note riffs by ear and with notation</p>
Singing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Knowledge *To sing or rap nursery rhymes and simple songs from memory.</p> <p>*Songs have sections.</p> <p>Skills *To sing along with a pre-recorded song and add actions.</p> <p>*To sing along with the backing track.</p>	<p>Knowledge *To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Skills *Learn about voices, singing notes of different pitches (high and low).</p> <p>*Learn that they can make different types 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>Knowledge *To confidently know and sing five songs from memory.</p> <p>*To know that unison is everyone singing at the same time.</p> <p>*Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>*To know why we need to warm up our voices.</p> <p>Skills *Learn about voices singing notes of different pitches (high and low).</p> <p>*Learn that they can make different types of sounds with 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>Knowledge *Singing in a group can be called a choir</p> <p>*Leader or conductor: A person who the choir or group follow</p> <p>*Songs can make you feel different things e.g. happy, energetic or sad</p> <p>*Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>*To know why you must warm up your voice</p> <p>Skills *To sing in unison and in simple two-parts.</p> <p>*To demonstrate a good singing posture.</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>Knowledge *Singing in a group can be called a choir</p> <p>*Leader or conductor: A person who the choir or group follow</p> <p>*Songs can make you feel different things e.g. happy, energetic or sad</p> <p>*Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>*Texture: How a solo singer makes a thinner texture than a large group</p> <p>*To know why you must warm up your voice</p> <p>Skills *To sing in unison and in simple two-parts.</p> <p>*To demonstrate a good singing posture.</p> <p>*To follow a leader when singing.</p>	<p>Knowledge *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: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice</p> <p>Skills *To sing in unison and to sing backing vocals.</p> <p>*To enjoy exploring singing solo. 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>Knowledge *To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>*To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>*To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice</p> <p>Skills *To sing in unison and to sing backing vocals.</p> <p>*To demonstrate a good singing posture. To follow a leader when singing.</p> <p>*To experience rapping and solo singing.</p>
---	--	---	---	---	--	---

			<p>*To have an awareness of the pulse internally 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 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 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>
--	--	--	--	--	--	--

Playing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge *Explore different ways to use the voice. *Explore different ways of playing instruments – both made and traditional.</p> <p>Skills *Name a range of different instruments. *Learn how to treat instruments and how to play them correctly.</p>	<p>Knowledge *Learn the names of the notes in their instrumental part from memory or when written down. *Learn the names of the instruments they are playing.</p> <p>Skills *Treat instruments carefully and with respect. *Play a tuned instrumental part with the song they perform.</p>	<p>Knowledge *Learn the names of the notes in their instrumental part from memory or when written down. *Know the names of untuned percussion instruments played in class.</p> <p>Skills *Treat instruments carefully and with respect. *Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts</p>	<p>Knowledge *To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p> <p>Skills *To treat instruments carefully and with respect. *Play any one, or all of four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song) from memory or using notation.</p>	<p>Knowledge *The instruments used in class (a glockenspiel, recorder or xylophone). *Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Skills *To treat instruments carefully and with respect. *Play any one, or all four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song</p>	<p>Knowledge *Different ways of writing music down – e.g. staff notation, symbols *The notes C, D, E, F, G, A, B + C on the treble stave *The instruments they might play or be played in a band or orchestra or by their friends</p> <p>Skills *Play a musical instrument with the correct technique within the context of the Unit song.</p>	<p>Knowledge *Different ways of writing music down – e.g. staff notation, symbols *The notes C, D, E, F, G, A, B + C on the treble stave *The instruments they might play or be played in a band or orchestra or by their friends</p> <p>Skills *Play a musical instrument with the correct technique within the context of the Unit song.</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>(a one-note, simple or medium part).</p> <p>*Play the part in time with the steady pulse.</p> <p>*Listen to and follow musical instructions from a leader.</p>	<p>*To 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>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 section of the 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>*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>*To lead a rehearsal session.</p>
--	--	---	---	---	--	---

Improvisation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p> <p>*Explore making up your own tunes.</p> <p>*Everyone can improvise.</p> <p>Skills</p> <p>*Play own tunes using home made and traditional instruments.</p>	<p>Knowledge</p> <p>*Improvisation is about making up your own tunes on the spot.</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written</p>	<p>Knowledge</p> <p>*Improvisation is making up your own tunes on the spot.</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written</p>	<p>Knowledge</p> <p>*Improvisation is making up your own tunes on the spot</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It</p>	<p>Knowledge</p> <p>*Improvisation is making up your own tunes on the spot</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written</p>	<p>Knowledge</p> <p>*Improvisation is making up your own tunes on the spot</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written</p>	<p>Knowledge</p> <p>*Improvisation is making up your own tunes on the spot</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written</p>

	<p>down and belongs to them.</p> <p>*Everyone can improvise!</p> <p>Skills *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). 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. 3. Improvise! – Take it in turns to improvise using one or two notes</p>	<p>down and belongs to them.</p> <p>*Everyone can improvise, and you can use one or two notes.</p> <p>Skills *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). 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. 3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>is not written down and belongs to them</p> <p>*To know that using one or two notes confidently is better than using five</p> <p>*To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>Skills *Bronze Challenge: Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. *Silver Challenge: 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</p>	<p>down and belongs to them.</p> <p>*To know that using one or two notes confidently is better than using five</p> <p>*To know 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>Skills *Bronze Challenge: o Copy Back – Listen and sing back melodic patterns o Play and Improvise – Using instruments, listen and play your own answer using one note. o Improvise! – Take it in turns to improvise using one note. *Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p>	<p>down and belongs to them.</p> <p>*To know that using one or two notes confidently is better than using five</p> <p>*To know 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 *To know three well-known improvising musicians</p> <p>Skills *Play and Copy Back Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. *Play and Improvise You will be using up to three notes: Bronze – Question and Answer using instruments. Use one</p>	<p>down and belongs to them.</p> <p>*To know that using one, two 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> <p>Skills Play and Copy Back Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. 1. Play and Improvise You will be using up to three notes:</p>
--	--	---	--	--	--	--

			<p>in turns to improvise using one or two notes.</p> <p>*Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>*Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<p>note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>* Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes.</p>	<p>Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>2. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes.</p>
--	--	--	--	---	--	---

Composition						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Knowledge *Composing is like writing a story with music.</p> <p>*Everyone can compose.</p>	<p>Knowledge *Composing is like writing a story with music.</p> <p>*Everyone can compose.</p>	<p>Knowledge *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>Knowledge *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>Knowledge *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>Knowledge 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>Skills *Help to create a simple melody using one, two or three notes.</p> <p>*Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Skills *Help create three simple melodies with the Units using one, three or five different notes.</p> <p>*Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>*Different ways of recording compositions</p> <p>Skills *Help create at least one simple melody using one, three or five different notes.</p> <p>*Plan and create a section of music that can be performed within the context of the unit song.</p> <p>*Talk about how it was created.</p> <p>*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</p>	<p>*Different ways of recording compositions</p> <p>Skills *Help create at least one simple melody using one, three or all five different notes.</p> <p>*Plan and create a section of music that can be performed within the context of the unit song.</p> <p>*Talk about how it was created.</p> <p>*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).</p>	<p>*A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>*Notation: recognise the connection between sound and symbol</p> <p>Skills *Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>*Explain the keynote or home note and the structure of the melody.</p> <p>*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</p>	<p>*A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>*Notation: recognise the connection between sound and symbol</p> <p>Skills *Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>*Explain the keynote or home note and the structure of the melody.</p> <p>*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</p>
--	--	---	--	---	--	--

Performance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge *A performance is sharing music</p> <p>Skills *Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>*Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>*Record the performance to talk about.</p>	<p>Knowledge *A performance is sharing music with other people, called an audience.</p> <p>Skills *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>Knowledge *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>Skills *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>Knowledge *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 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>Knowledge *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 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>Knowledge *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 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>Skills</p>	<p>Knowledge *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 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>Skills</p>

			<p>Skills</p> <ul style="list-style-type: none"> *To choose what to perform and create a programme. *To communicate the meaning of the words and clearly articulate them. *To talk about the best place to be when performing and how to stand or sit. *To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>Skills</p> <ul style="list-style-type: none"> *To choose what to perform and create a programme. *Present a musical performance designed to capture the audience. *To communicate the meaning of the words and clearly articulate them. *To talk about the best place to be when performing and how to stand or sit. *To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> *To choose what to perform and create a programme. *To communicate the meaning of the words and clearly articulate them. *To talk about the venue and how to use it to best effect. *To record the performance and compare it to a previous performance. *To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> *To choose what to perform and create a programme. *To communicate the meaning of the words and clearly articulate them. *To talk about the venue and how to use it to best effect. *To record the performance and compare it to a previous performance. *To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
--	--	--	---	---	--	--

