

St Mary's Primary School

MUSIC OVERVIEW

	Autumn Term	Spring Term	Summer Term
EYFS / Y1 Cycle A	BOUNCE INTO ACTION	FUNK Big Bear Funk	OLD SCHOOL HIP HOP Hey You!
EYFS / Y1 Cycle B	CHANT TO THE ANIMALS	NUMBER TIME Singing with expression	DIFFERENT STYLES In the Groove
Year 2 / 3 Cycle A	REGGAE Zootime	AFRICAN Hands, Feet & Heart	R & B Let your spirit fly
Year 2 / 3 Cycle B	POP Friendship Song	REGGAE Three Little Birds	DISCO Bringing us Together
Year 4 / 5 / 6 Cycle A	RAP Stop!	FX SOUND EFFECT YuStudio Underwater Project	INSPIRATIONAL WOMEN Music and Me
Year 4 / 5 / 6 Cycle B	PLAYING AN INSTRUMENT Glockenspiel 1 & 2	SOUNDS DRAMATIC YuStudio Spooky Story Project	OLD SCHOOL HIP HOP Fresh Prince of Belair
Year 4 / 5 / 6 Cycle C	SOUL / GOSPEL Lean on Me	MUSIC REMIXED YuStudio Dragon Beats Project	POP Happy

CURRICULUM KNOWLEDGE AND SKILLS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen / Respond / Appraise						
Knowledge *To know twenty nursery rhymes off by heart. *To know the stories of some of the nursery rhymes. Skills *To learn that music can touch your feelings. *To enjoy moving to music by dancing, marching, being animals or Pop stars.	Knowledge *To know 5 songs off by heart. *To know what the songs are about. *To know and recognise the sound and names of some of the instruments they use. Skills *To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Knowledge *To know five songs off by heart. *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style. 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.	Knowledge *To know five songs from memory and who sang them or wrote them. *To know the style of the five songs. *To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o 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	Knowledge *To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: - 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. Skills *To confidently identify and move to the pulse. *To talk about the musical dimensions working together in the Unit songs eg if the song	Knowledge *To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? *To know the style of the five songs and to name other songs from the Units in those styles. *To choose two or three other songs and be able to talk about: 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 sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time? Skills	Knowledge *To know five songs from memory, who sang or wrote them, when they were written and why? *To know the style of the songs and to name other songs from the Units in those styles. *To choose three or four other songs and be able to talk about: o 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, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity

			people's thoughts about the music.	gets louder in the chorus (dynamics). *Talk about the music and how it makes them feel. *Listen carefully and respectfully to other people's thoughts about the music. *When you talk try to use musical words.	To identify and move to the pulse with ease. *To think about the message of 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. *When you talk try to use musical words. *To talk about the musical dimensions working together in the Unit songs. *Talk about the music and how it makes you feel.	Skills *To identify and move to the pulse with ease. *To think about the message of 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.
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Explore and Create / Games

Knowledge *To know that we can move with the pulse of the music. *To know that the words of songs can tell stories and paint pictures. Skills *Find and keep the pulse *Follow a pattern	Knowledge *To know that music has a steady pulse, like a heartbeat. *To know that we can create rhythms from words, our names, favourite food, colours and animals. Skills * Game 1 –find the pulse *Game 2 –. Copy back short rhythmic phrases	Knowledge *To know that music has a steady pulse, like a heartbeat. *To know that we can create rhythms from words, our names, favourite food, colours and animals. *Rhythms are different from the steady pulse. *We add high and low sounds, pitch, when we sing and play our instruments.	Knowledge *Know how to find and demonstrate the pulse. *Know the difference between pulse and rhythm. *Know how pulse, rhythm and pitch work together to create a song. *Know that every piece of music has a pulse/steady beat. *Know the difference between a musical	Knowledge *How pulse, rhythm and pitch work together *Pulse: Finding the pulse – the heartbeat of the music *Rhythm: the long and short patterns over the pulse *Know the difference between pulse and rhythm *Pitch: High and low sounds that create melodies	Knowledge *How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song *How to keep the internal pulse *Musical Leadership: creating musical ideas for the group to copy or respond to Skills	Knowledge *How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music *How to keep the internal pulse *Musical Leadership: creating musical ideas for the group to copy or respond to Skills
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	based on words, with one and two syllables whilst marching to the steady beat. *Game 3 – Create rhythms for others to copy *Game 4 – Pitch copy back using ‘la’, whilst marching to the steady beat *Game 4a – Pitch Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’	Skills *Game 1 – Find the pulse. *Game 2 – Rhythm Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. *Game 3 – Rhythm Create rhythms for others to copy. *Game 4 – Pitch Copy Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. *Game 4a – Pitch 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.	question and an answer. Skills 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	*How to keep the internal pulse *Musical Leadership: creating musical ideas for the group to copy or respond to Skills 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	*Bronze Challenge o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns *Silver Challenge o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two different notes *Gold Challenge o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes	*Bronze Challenge o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns *Silver Challenge o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two 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 ● Question and answer using three different notes
Singing						
Knowledge *To sing or rap nursery rhymes and simple songs from memory. *Songs have sections. Skills	Knowledge *To confidently sing or rap five songs from memory and sing them in unison. Skills *Learn about voices, singing notes of	Knowledge *To confidently know and sing five songs from memory. *To know that unison is everyone singing at the same time. *Songs include other ways of using the voice	Knowledge *Singing in a group can be called a choir *Leader or conductor: A person who the choir or group follow *Songs can make you feel different things e.g. happy, energetic or sad	Knowledge *Singing in a group can be called a choir *Leader or conductor: A person who the choir or group follow *Songs can make you feel different things e.g. happy, energetic or sad	Knowledge *To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. *To choose a song and be able to talk about: o	Knowledge *To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. *To know about the style of the songs so you can represent the feeling and context to your audience

*To sing along with a pre-recorded song and add actions. *To sing along with the backing track.	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.	e.g. rapping (spoken word). *To know why we need to warm up our voices. Skills *Learn about voices singing notes of different pitches (high and low). *Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). *Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.	*Singing as part of an ensemble or large group is fun, but that you must listen to each other *To know why you must warm up your voice Skills *To sing in unison and in simple two-parts. *To demonstrate a good singing posture. *To follow a leader when singing. *To enjoy exploring singing solo. *To sing with awareness of being ‘in tune’. *To have an awareness of the pulse internally when singing.	*Singing as part of an ensemble or large group is fun, but that you must listen to each other *Texture: How a solo singer makes a thinner texture than a large group *To know why you must warm up your voice Skills *To sing in unison and in simple two-parts. *To demonstrate a good singing posture. *To follow a leader when singing. *To enjoy exploring singing solo. *To sing with awareness of being ‘in tune’. *To rejoin the song if lost. *To listen to the group when singing.	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 Skills *To sing in unison and to sing backing vocals. *To enjoy exploring singing solo. To listen to the group when singing. *To demonstrate a good singing posture. *To follow a leader when singing. *To experience rapping and solo singing. *To listen to each other and be aware of how you fit into the group. *To sing with awareness of being ‘in tune’	*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 Skills *To sing in unison and to sing backing vocals. *To demonstrate a good singing posture. To follow a leader when singing. *To experience rapping and solo singing. *To listen to each other and be aware of how you fit into the group. *To sing with awareness of being ‘in tune’.
Playing						
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. Skills	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. Skills	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. Skills	Knowledge *To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) Skills *To treat instruments carefully and with respect.	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. Skills	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	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

	*Treat instruments carefully and with respect. *Play a tuned instrumental part with the song they perform. *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). *Listen to and follow musical instructions from a leader.	*Treat instruments carefully and with respect. *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). *Play the part in time with the steady pulse. *Listen to and follow musical instructions from a leader.	*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. *To rehearse and perform their part within the context of the Unit song. *To listen to and follow musical instructions from a leader.	*To treat instruments carefully and with respect. *Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. *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.	in a band or orchestra or by their friends Skills *Play a musical instrument with the correct technique within the context of the Unit song. *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. *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.	in a band or orchestra or by their friends Skills *Play a musical instrument with the correct technique within the context of the Unit song. *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. *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.
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IMPROVISATION

	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 improvise!	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 them. *Everyone can improvise, and you can use one or two notes.	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 them *To know that using one or two notes	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 them. *To know that using one or two notes confidently is better than using five *To know that if you improvise using the notes	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 them. *To know that using one or two notes confidently is better than using five *To know that if you improvise using the notes	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 them. *To know that using one, two or three notes confidently is better than using five
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	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	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.	confidently is better than using five *To know that if you improvise using the notes you are given, you cannot make a mistake Skills *Bronze Challenge: o Copy Back – Listen and sing back 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: o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. *Gold Challenge: o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes.	you are given, you cannot make a mistake *To know that you can use some of the riffs you have heard in the Challenges in your improvisations 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: o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. *Gold Challenge: o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes.	you are given, you cannot make a mistake *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 Skills 1. Play and Copy Back o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes.	*To know that if you improvise using the notes you are given, you cannot make a mistake *To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations *To know three well-known improvising musicians Skills 1. Play and Copy Back o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes.
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COMPOSITION

	Knowledge *Composing is like 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.	Knowledge *Composing is like writing 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.	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. *Different ways of recording compositions Skills *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	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. *Different ways of recording compositions Skills *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).	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. *A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure *Notation: recognise the connection between sound and symbol Skills *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	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. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol Skills *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
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PERFORMANCE

Knowledge *A performance is sharing music Skills *Perform any of the nursery rhymes by singing and adding actions or dance. *Perform any nursery rhymes or songs adding a simple instrumental part. *Record the performance to talk about.	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 about it.	Knowledge *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 *A performance can be a special occasion and involve an audience including of people you don't know *It is planned and different for each occasion *It involves communicating feelings, thoughts and ideas about the song/music Skills *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.	Knowledge *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 *A performance can be a special occasion and involve an audience including of people you don't know *It is planned and different for each occasion *It involves communicating feelings, thoughts and ideas about the song/music Skills *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.	Knowledge *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 *It is planned and different for each occasion *A performance involves communicating ideas, thoughts and feelings about the song/music Skills *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...?"	Knowledge *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 can be a special occasion and involve an audience including of people you don't know *It is planned and different for each occasion *A performance involves communicating ideas, thoughts and feelings about the song/music Skills *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...?"
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