



Music

		LISTEN AND APPRAISE							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>						
					<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music.</p>				



Music

Skills	<p>Listen and Respond</p> <p>To learn that music can touch your feelings.</p> <p>To 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.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To discuss the stories and origins of the music they are listening to, singing and playing.</p> <p>To listen and discuss recorded and live performances.</p> <p>(see MMC for suggested repertoire p.22)</p>	<p>To discuss the stories, origins and traditions of the music they are listening to, singing and playing.</p> <p>To listen and express opinions about recorded and live performances.</p>	<p>To discuss the stories, origins, traditions and history of the music they are listening to, singing and playing.</p> <p>To listen and appraise recorded and live performances.</p>	<p>To discuss the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>To listen, appraise and evaluate recorded and live performances.</p>
Knowledge	<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognize the sound and names of some of the instruments they use.</p>	<p>To know 5 songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know the styles of a broad range of music (Focus: baroque, funk, Indian Classical)</p> <p>To know the story and origin of the music they are listening to.</p> <p>To identify the rhythm, tempo and structure of a piece of music.</p> <p>To identify an instrument they heard in the piece of music.</p>	<p>To know the styles of a broad range of music (Classical period, Jazz, Bhangra).</p> <p>To know the story, origin and traditions of the music they are listening to.</p> <p>To identify the rhythm, tempo, structure, pitch and melody of a piece of music.</p> <p>To identify some of the instruments they heard in the piece of music.</p>	<p>To know the styles of a broad range of music (20th Century Classical, 80s Synth Pop, Nigerian Drumming).</p> <p>To know the story, origin, traditions and history of the music they are listening to.</p> <p>To identify the rhythm, tempo, structure, pitch, melody and dynamics of a piece of music.</p> <p>To identify some of the instruments they heard in the piece of music and begin to categorise into instrument families.</p> <p>To identify the historical context surrounding the piece of music. What else was going on at this time?</p>	<p>To know the styles of a broad range of music (21st Century Classical, 90s R&B, Argentina Tango).</p> <p>To know the story, origin, traditions, history and social context of the music they are listening to.</p> <p>To identify the rhythm, tempo, structure, pitch, melody, dynamics, texture and timbre of a piece of music.</p> <p>To identify a wider range of the instruments they heard in the piece of music and their instrument families.</p> <p>To identify the historical and cultural context surrounding the piece of music.</p>



Music

Vocabulary				Tempo Structure Origins Style Dynamics Rhythm Beat Rhythmic Baroque Funk Classical Indian	Genre Pitch Melody Traditions Woodwind String Percussion Brass Orchestra Opinion Classical Period Jazz Bhangra	Ensemble Acoustic Orchestra Major Minor Tradition History Origins Unison Classical Verse Synth Pop Nigerian Drumming	Repetition Contrast Orchestral Phrasing Cultural Context Interrelated Dimensions Texture Timbre Social R&B Tango
Topic / Coverage	Belonging Bright Lights Superheroes Minibeasts Around the World	Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City	Wiggles and Crawls Muck, Mess and Mixtures Tunnels, Turrets and Towers Scented Gardens Beachcombe rs	Stone Age to Iron Age Aut1 -Listening	The Romans Aut1 - Listening	Ancient Greeks Aut1 - Listening	Anglo-Saxons & Vikings Aut1 - Listening



Music

		SINGING						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music.</p>					



Music

Skills	<p>To sing along with a pre-recorded song and add actions. To sing along with the backing tracks.</p>	<p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p>	<p>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.</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies.</p> <p>(see MMC for suggested repertoire p.21)</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school assemblies</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
--------	---	---	---	--	---	--	--



Music

Knowledge	<p>To sing or rap nursery rhymes and simple songs from memory. Songs have sections.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>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 e.g. rapping (spoken word). To know why we need to warm up our voices.</p>	<p>To know and be able to talk about: Singing in a group can be called a choir How songs make me feel e.g. happy, energetic or sad The different parts of a song (verse, chorus) To know why you must warm up your voice</p>	<p>To know and be able to talk about: Singing in a group can be called an ensemble My emotional response to a song The different parts of a song (verse, chorus, bridge) Texture: How a solo singer makes a thinner texture than a large group To know how warming up affects the vocal chords.</p>	<p>To know and confidently sing a range of 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: The different parts of a song (verse, chorus, bridge, phrasing) Singing in an ensemble in unison and in parts (the solo, lead vocal, backing vocals) To know what the song's message is To know and explain the importance of vocal health and discuss its benefits</p>	<p>To know and confidently sing a broader range of songs and their parts from memory, and to sing them with a strong internal pulse. To understand the style of the songs, in order to discuss the feeling and context To choose a song and be able to talk about: The different parts of a song (verse, chorus, bridge, phrasing, linking to knowledge of ternary structure) Singing in an ensemble in unison and in parts (the solo, lead vocal, backing vocals & rapping) To know what the song's message is and to discuss the meaning of the lyrics To know and explain the importance of vocal health and discuss a range of methods</p>
Vocabulary				<p>Choir Feelings Verse Chorus Vocal chords Dynamics Style Structure Forte Piano Tempo Lyrics Unison</p>	<p>Harmony Ensemble Repertoire Time signature Round Crescendo Descrescendo Bridge Response</p>	<p>Internal pulse Phrasing Solo Lead vocal Backing vocals Vocal health Three-part round</p>	<p>syncopated rounds internal pulse ternary vocal health</p>



Music

Topic / Coverage	Belonging Bright Lights Superheroes Minibeasts Around the World	Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City	Wiggles and Crawls Muck, Mess and Mixtures Tunnels, Turrets and Towers Scented Gardens Beachcomber s	Stone Age to Iron Age Aut2 - Singing	The Romans Aut2 - Singing	Ancient Greeks Aut2 - Singing	Only Olney Sum2 - Singing
------------------	--	--	--	---	------------------------------	----------------------------------	------------------------------



Music

		IMPROVISATION (OIA) / COMPOSING – IMPROVISATION (OMS)					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music.</p>				



Music

Skills		<p>To clap and improvise Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.</p>	<p>To clap and improvise Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>	<p>Pupils should extend their improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</p>
--------	--	---	---	--	---	---	---



Music

Knowledge		<p>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!</p>	<p>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 on or two notes.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot To know that 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</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot To know that you can use riffs and rhythm patterns you have heard before to influence your improvisations.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot To know that, when improvising over accompaniment, using the notes of the chords can help influence your improvisations To know three well-known improvising musicians.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot To know and describe the genres of music that often use improvisations</p>
Vocabulary				<p>Improvisation echo tuned untuned Question and answer phrases body percussion stimuli on the spot</p>	<p>legato staccato structure riffs Rhythm pattern itches range improvisation</p>	<p>improvisation drone groove fortissimo pianissimo mezzo piano mezzo forte melodic dynamics</p>	<p>improvisation fixed groove genre melodic shape contrast allegro adagio</p>
Topic / Coverage		<p>Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City</p>	<p>Wiggles and Crawls Muck, Mess and Mixtures Tunnels, Turrets and Towers Scented Gardens Beachcombers</p>	<p>Britain's Settlement by the Anglo-Saxons & Scots Spr2 – Composing (Improvisation)</p>	<p>Only Olney Sum2 – Composing (Improvisation)</p>	<p>Only Olney Sum2 – Composing (Improvisation)</p>	<p>The Mayans Sum1 – Composing (Improvisation)</p>



Music

		COMPOSITION (OIA) / COMPOSING – COMPOSE (OMS)							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>						
					<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music.</p>				



Music

Skills		<p>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.</p>	<p>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.</p>	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved</p>



Music

					and time signatures, staff notation or technology.		
Knowledge		Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you that has a pulse and rhythm that can be recorded using staff notation and played back by others.	To know and be able to talk about: A composition has pulse, rhythm and pitch that work together and are shaped by tempo and dynamics Notation: recognise the connection between sound and symbol when recording compositions.	To know and be able to talk about: 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 when recording compositions using staff notation.
Vocabulary				composition symbols Graphic notation Audio recording accompaniments untuned Rhythmic notation Tonal scale (do, re, mi etc) Dot notation	staff notation pentatonic phrases Note values minim crotchet crotchet rest paired quavers bars sequences	ternary major minor chordal accompaniment graphic symbols tempo dynamics compositions sound and symbol	enhance chordal accompaniment musical contrasts 8-beat-phrase 16-beat-phrase ternary interrelated dimensions rhythmic accompaniment
Topic / Coverage		Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City	Wiggles and Crawls Muck, Mess and Mixtures Tunnels, Turrets and Towers Scented Gardens Beachcombers	Britain's Settlement by Anglo-Saxons & Scots Spr1 – Composing (Compose)	The Victorians & The Railways Spr1 – Composing (Compose)	Crime & Punishment Sum1 – Composing (Compose)	World War 2 Spr1 – Composing (Compose)



Music

Skills	<p>Share and Perform</p> <p>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.</p>	<p>Choose a song they have learnt and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Understand the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations</p>
--------	---	---	---	---	--	---	---



Music

Knowledge	<p>A performance is sharing music.</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>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.</p>	<p>To know and be able to talk about: A performance doesn't have to be a drama! It can be to one person or to each other You must sing or rap the words clearly and play with confidence It involves communicating feelings, thoughts and ideas about the song/music Begin to describe what makes a successful performance The instruments used in class (a glockenspiel, a recorder) Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. To know and be able to talk about: You need to know and have planned everything that will be performed It is planned and different for each occasion Different ways of writing music down – e.g. graphic scores, symbols</p>	<p>To know and be able to talk about: What makes a successful performance The key elements involved in a performance (expression and texture to create interest) Begin to recognise and discuss the desired effect of a performance on the audience. The instruments used in class (e.g. a glockenspiel, recorder or xylophone). Other instruments they might play or the instrument families in an orchestra. To know and be able to talk about: The key elements involved in a performance (understanding and reading notation accurately) Different ways of writing music down – e.g. dot notation, graphic scores, symbols</p>	<p>To know and be able to talk about: It's not just about playing well, it's about playing with passion and emotion. This is what creates a connection between the audience and the performers. The instruments they might play or be played in a band or orchestra or by their friends To know and be able to talk about: Performance is when all the interrelated dimensions of music come together. 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</p>	<p>To know and be able to talk about: It's not just about playing well, it's about playing with passion and emotion. Play confidently through your mistakes Perform using skills that you are best at and develop them into something that is new and uniquely yours. The instruments they might play or be played in a band or orchestra or by their friends and instruments typically used in certain genres. To know and be able to talk about: Performance is when all the interrelated dimensions of music come together. Different ways of writing music down – e.g. staff notation The notes C, D, E, F, G, A, B + C through more than one octave, on the treble stave.</p>
-----------	--	--	--	--	--	--	--



Music

Vocabulary				<ul style="list-style-type: none"> melody melodic instrument pulse rhythm tuned instrument dot notation duet trio quartet crotchet Paired quavers Graphic score dynamics tempo pitch Dot notation stave clef 	<ul style="list-style-type: none"> Djembe accompaniment ostinato pentatonic expression texture duet melody Bass, tone, slap minims crotchets paired quavers duration rests dot notation pitch notation ensemble dynamics 	<ul style="list-style-type: none"> triads stave root third fifth acoustic audience tuned percussion semibreve semiquavers time signature interrelated dimensions staff notation treble stave octave rhythmic phrase sight reading (played at sight) 	<ul style="list-style-type: none"> repetition musical pattern samba carnival surdo agogo tamborim repinique snare drum apito chocalho beat call and response four bar phrase notation names interrelated dimensions octave rhythmic scores fortissimo pianissimo durations treble stave
Topic / Coverage	<ul style="list-style-type: none"> Belonging Bright Lights Superheroes Minibeasts Around the World 	<ul style="list-style-type: none"> Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City 	<ul style="list-style-type: none"> Wiggles and Crawls Muck, Mess and Mixtures Tunnels, Turrets and Towers Scented Gardens Beachcombers 	<ul style="list-style-type: none"> The Tudor Monarchy Sum1 – Performance (Instrumental) Only Olney Sum2 – Performance (Reading Notation) 	<ul style="list-style-type: none"> Leisure & Entertainment Sum1 – Performance (Instrumental) The Victorians & The Railways Spr2 – Performance (Reading Notation) 	<ul style="list-style-type: none"> Ancient Egypt Spr1 – Performance (Instrumental) Ancient Egypt Spr2 – Performance (Reading Notation) 	<ul style="list-style-type: none"> Anglo-Saxons & Vikings (Performance – Instrumental) World War 2 Spr2 – Performance (Reading Notation)