



WHOLE SCHOOL MUSIC PROGRESSION DOCUMENT

	AGE RELATED STATUTORY COVERAGE EYFS	AGE RELATED STATUTORY COVERAGE KEY STAGE ONE	AGE RELATED STATUTORY COVERAGE KEY STAGE TWO
LISTEN & RESPOND	To listen attentively, move to and talk about music, expressing their feelings and responses	To listen with concentration and understanding to a range of high quality live and recorded music	To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.
EXPLORE & CREATE		To experiment with, create, select and combine sounds using the interrelated dimensions of music.	To improvise and compose music for a range of purposes using the interrelated dimensions of music
SINGING	To sing in a group or on their own, increasingly matching the pitch and following the melody To sing a range of well-known nursery rhymes and songs (ELG)	To use voices expressively and creatively by singing songs and speaking chants and rhymes	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
PERFORMANCE	To perform and engage in music making, performing solo or in groups To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (ELG)	To play tuned and untuned instruments musically	To use and understand staff and other musical notations
	VOCABULARY EYFS	VOCABULARY KEY STAGE ONE	VOCABULARY KEY STAGE TWO
	Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds	Year 1 – as EYFS plus: • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice Year 2 – as Year 1 plus • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch • pulse • recorder • score • tuned percussion • untuned percussion • volume	Year 3 – as Key Stage One plus: • names of orchestral instruments • accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinati • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone Year 4 – as Year 3 plus: • harmony • improvise • leaping (large interval between two notes) • pentatonic Year 5 – as Year 4 plus: • Accent • bass • notation • texture • timbre Year 6 – as Year 5 plus: • diction • interval • syncopation

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTEN & RESPOND	KNOWLEDGE	To know twenty nursery rhymes off by heart To know the stories of some of the nursery rhymes	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	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	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: <ul style="list-style-type: none"> • 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 	To know five songs from memory and who sang them or wrote them. To know the style of the five songs <ul style="list-style-type: none"> • 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 	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: <ul style="list-style-type: none"> • 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, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? 	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. <ul style="list-style-type: none"> • 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
	SKILLS	To learn that music can touch your feelings To enjoy moving to music by dancing, marching, being animals or Pop stars	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars To learn how songs can tell a story or describe an idea	To 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 the music	To confidently identify and move to the pulse To talk about the musical dimensions working together in the Unit songs eg if the song 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 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	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
EXPLORE & CREATE (MUSICAL ACTIVITIES) (EYFS) GAMES (YEAR 1 - YEAR 6)	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	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	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	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 question and an answer	Know and be able to talk about: 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 How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: 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	Know and be able to talk about: 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	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 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	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 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	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back 	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back

							<p>rhythms for them to copy back</p> <ul style="list-style-type: none"> • Copy back three-note riffs by ear and with notation • Question and answer using three different notes 	<ul style="list-style-type: none"> • 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	To confidently sing or rap five songs from memory and sing them in unison	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	To know and be able to talk about: 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 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	To know and be able to talk about: 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 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	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse <ul style="list-style-type: none"> • To choose a song and be able to talk about: • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice 	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 choose a song and be able to talk about: <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice
	SKILLS	To sing along with a pre-recorded song and add actions To sing along with the backing track	Learn about voices, singing notes of different pitches (high and low) Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm Learn to start and stop singing when following a leader	Learn about voices singing notes of different pitches (high and low) 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	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	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	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 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'

SHARE & PERFORM (EYFS) PLAYING (YEAR 1 – YEAR 6)	KNOWLEDGE	A performance is sharing music	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	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	To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: 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	To know and be able to talk about: 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	To know and be able to talk about: 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
	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	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	To treat instruments carefully and with respect 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	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	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.
IMPROVISATION	KNOWLEDGE	<i>No requirement in EYFS</i>	Improvisation is about making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Everyone can improvise!	Improvisation is making up your own tunes on the spot 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.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard 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 you are given, you cannot make a mistake	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard 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 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 and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard 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 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	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard 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 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	<i>No requirement in EYFS</i>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 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>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 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>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> • 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 <p>Silver Challenge:</p> <ul style="list-style-type: none"> • 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 in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> • Sing, Play and Copy Back – Listen and copy back using instruments, two different notes • Play and Improvise – Using your instruments, listen and play your own answer using two different notes • Improvise! – Take it in turns to improvise using three different notes 	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> • Copy Back – Listen and sing back melodic patterns • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise! – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> • 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 in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> • Sing, Play and Copy Back – Listen and copy back using instruments, two different notes • Play and Improvise – Using your instruments, listen and play your own answer using two different notes • Improvise! – Take it in turns to improvise using three different notes 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> • 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 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> • Bronze – Question and Answer using instruments. Use one note in your answer. • Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. • 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: <ul style="list-style-type: none"> • Bronze – Improvise using one note • Silver – Improvise using two notes • Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> • 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. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> • Bronze – Question and Answer using instruments. Use one note in your answer. • Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. • 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: <ul style="list-style-type: none"> • Bronze – Improvise using one note. • Silver – Improvise using two notes. • Gold – Improvise using three notes <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
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COMPOSITION	KNOWLEDGE	<i>No requirement in EYFS</i>	Composing is like writing a story with music Everyone can compose	Composing is like writing a story with music Everyone can compose	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
	SKILLS	<i>No requirement in EYFS</i>	Help to create a simple melody using one, two or three notes Learn how the notes of the composition can be written down and changed if necessary	Help create three simple melodies with the Units using one, three or five different notes Learn how the notes of the composition can be written down and changed if necessary	Help create at least one simple melody using one, three or five different notes Plan and create a section of music that can be performed within the context of the unit song Talk about how it was created Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Help create at least one simple melody using one, three or all five different notes Plan and create a section of music that can be performed within the context of the unit song Talk about how it was created Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song Explain the keynote or home note and the structure of the melody Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
PERFORMANCE	KNOWLEDGE	<i>No requirement in EYFS</i>	A performance is sharing music with other people, called an audience	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	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion	To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance 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 is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music	A performance involves communicating ideas, thoughts and feelings about the song/music
	SKILLS	<i>No requirement in EYFS</i>	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	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	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.	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	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...?”	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...?”