



Burford Primary School: Music - Curriculum sequence and progression of skills

	EYFS Expressive Arts & Design	Lower School Vocabulary		
Vocabulary	copy, add, pulse, rhythm, pitch, voice, pattern, voice, sing, play, pattern, glockenspiel, rhythm, sound, high, low, record, perform,	expressively, chants, rhymes, tuned, untuned, instruments, live and recorded music, create, select, combine, respond, moods, create, rhythm, patterns, loud, soft, high, low, melody, melodic, accompaniments, tempo, rhythm, tone, beat, pulse, pitch, round, rap, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform, audience, improvise, dynamics, texture		
	EYFS Learning	Lower School Learning		
National Curriculum	ELG: Sing a song of well-known nursery rhymes and songs ELG: Perform songs, rhymes, poems and stories with others and try to move in time to the music Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making, performing solo or in groups	Use voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Knowledge Content	<p>Listen & Respond: know twenty nursery rhymes off by heart know the stories of some of the nursery rhyme</p> <p>Explore & Create: know that we can move with the pulse of the music know that the words of songs can tell stories and paint pictures</p> <p>Singing: sing or rap nursery rhymes and simple songs from memory know songs have sections</p> <p>Share and Perform: know that a performance is sharing music</p>	<p>Listen & Appraise: know 5 songs off by heart know what the songs are about know and recognise the sound and names of some of the instruments they use know some songs have a chorus or a response/answer part know that songs have a musical style choose one song and be able to talk about: its lyrics, what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) identify the main sections of the song (introduction, verse, chorus) name some of the instruments they heard in the song</p> <p>Explore and Create: know that music has a steady pulse, like a heartbeat know how to find and demonstrate the pulse know that every piece of music has a pulse/steady beat recognise that rhythms are different from the steady pulse know that we can create rhythms from words, our names, favourite food, colours and animals know how pulse, rhythm and pitch work together to create a song know we can add high and low sounds (pitch) when we sing and play our instruments know the difference between a musical question and an answer</p>	<p>Singing: confidently sing or rap five songs from memory and sing them in unison know that unison is everyone singing at the same time recognise how songs include other ways of using the voice e.g. rapping (spoken word) know why we need to warm up our voices know and be able to talk about singing in a group and how it can be called a choir know that a leader or conductor is the person who the choir or group follow recognise how songs can make you feel different things e.g. happy, energetic or sad know that singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Improvisation: know that improvisation is about making up your own tunes on the spot know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them know that everyone can improvise know that using one or two notes confidently is better than using five know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>Playing: 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 and other untuned percussion instruments played in class</p> <p>Composition: know that composing is like writing a story with music and it can be played or performed again to your friends know that everyone can compose know there are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Performance: know that a performance is sharing music with other people, called an audience know that a performance can be a special occasion and involve a class, a year group or a whole school know that an audience can include your parents and friends know that you need have planned everything that will be performed know that performance means you must sing or rap the words clearly and play with confidence know that performance is planned and different for each occasion know it involves communicating feelings, thoughts and ideas about the song/music</p>

	Upper School Vocabulary		
Vocabulary	Solo, ensemble, accuracy, fluency, control, expression, aural memory, musical notations, composers, musicians, beat, pulse, musical patterns, improvise, effect, musical stave, melodies, pitch, long and short sounds, tone, timbre, volume, notes, harmonies, drone, ostinato, dynamics, duration, bass, treble clef, breathing, articulation, verse, chorus, coda, composing, timbre, pitch, dynamic, chords, composition, minim, solo, accompany, chords, describe, compare and evaluate, analyse, discern, distinguish,		
National Curriculum	Upper School Learning		
Knowledge Content	<p>Listen and Appraise: know five songs from memory and who sang them or wrote them know the style of the five songs 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 Explore and Create: know and be able to talk about how pulse, rhythm and pitch work together find the pulse – the heartbeat of the music identify the rhythm: the long and short patterns over the pulse know the difference between pulse and rhythm identify the pitch: the high and low sounds that create melodies know how to keep the internal pulse demonstrate musical leadership: creating musical ideas for the group to copy or respond to</p>	<p>Singing: know and be able to talk about: singing in a group can be called a choir a person who the choir or group follow is called a leader or conductor 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 how a solo singer makes a thinner texture than a large group why you must warm up your voice Playing: know and be able to talk about: 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 Improvisation: know and be able to talk about improvisation (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 know that using one or two notes confidently is better than using five know that if you improvise using the notes you are given, you cannot make a mistake know that you can use some of the riffs you have heard in the challenges in your improvisations</p>	<p>Composition: know and be able to talk about: 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.) Performance: know and be able to talk about: performing is sharing music with other people, an audience 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 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</p>

Listen and Appraise	learn that music can touch your feelings enjoy moving to music by dancing, marching, being animals or pop stars	move, dance and respond in any way they can when listening describe their thoughts and feelings when listening to the music, including why they like or don't like the music talk about any instruments they might hear and perhaps identify them recognise some band and orchestral instruments identify a fast or slow tempo identify loud and quiet sounds as an introduction to understanding dynamics talk about any other music they have heard that is similar begin to understand where the music fits in the world begin to understand different styles of music	find and try to keep a steady beat invent different actions to move in time with the music move, dance and respond with their bodies in any way they can describe their thoughts and feelings when hearing the music describe what they see in their individual imaginations when listening to the piece of music talk about why they like or don't like the music identify a fast or slow tempo mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo identify loud and quiet sounds as an introduction to understanding dynamics walk in time to the beat of a piece of music describe differences in tempo and dynamics with more confidence recognise some band and orchestral instruments continue to talk about where music might fit into the world begin to understand that there are different styles of music discuss the style(s) of the music discuss what the song or piece of music might be about	talk about the style of the music share their thoughts and feelings about the music together find the beat or groove of the music invent different actions to move in time with the music talk about what the song or piece of music means talk about the style of the music identify and describe their feelings when hearing the music, including why they like or don't like the music use appropriate musical language to describe and discuss the music start to use musical concepts and elements more confidently when talking about the music recognise that some instruments are band instruments and some are orchestral instruments identify specific instruments if they can talk about where the music fits into the world think about and discuss why the song or piece of music was written and what it might mean discuss the style of the music and any other music they have heard that is similar	talk about the words of the song think about why the song or piece of music was written find and demonstrate the steady beat identify 2/4, 3/4, and 4/4 metre identify the tempo fast, slow or steady discuss the structures of songs explain what a main theme is and identify when it is repeated identify: call and response a solo vocal/instrumental line and the rest of the ensemble a change in texture - the articulation of certain words programme music know and understand what a musical introduction is and its purpose recall by ear memorable phrases heard in the music identify major and minor tonalities recognise the sound and notes of the pentatonic scale by ear and from notation describe legato and staccato recognise the style of music they are listening to recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	talk about feelings created by the music justify a personal opinion with reference to the musical elements find and demonstrate the steady beat identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre identify instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break explain a bridge passage and its position in a song recall by ear memorable phrases heard in the music explain the role of a main theme in musical structure understand what a musical introduction is and know its purpose explain rapping identify major and minor tonalities recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation identify the musical style of a song or piece of music recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals	talk about feelings created by the music justify a personal opinion with reference to the musical elements identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break explain a bridge passage and its position in a song recall by ear memorable phrases heard in the music explain the role of a main theme in musical structure understand what a musical introduction and outro are and know their purpose identify major and minor tonalities and chord triads identify the musical style of a song, using some musical vocabulary to discuss its musical elements recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music
Singing	sing along with a pre-recorded song and add actions sing along with the backing track	sing, rap or rhyme as part of a choir/group begin to demonstrate good singing posture – standing up straight with relaxed shoulders sing unit songs from memory perhaps have a go at singing a solo try to understand the meaning of the song try to follow the leader or conductor add actions and/or movement to a song	sing as part of a choir have a go at singing a solo demonstrate good singing posture sing songs from memory sing with more pitch accuracy understand and follow the leader or conductor sing and try to communicate the meaning of the words listen for being 'in time' or 'out of time' add actions and perhaps movement to a song	sing as part of a choir and in unison have a go at singing a solo demonstrate good singing posture sing the unit songs from memory sing with attention to clear diction sing more expressively, with attention to breathing and phrasing discuss what the song or piece of music might be about follow the leader or conductor confidently sing with attention to the meaning of the words listen for being 'in time' or 'out of time', with an awareness of following the beat perform actions confidently and in time sing a widening range of unison songs, of varying styles and structures	sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture rehearse and learn songs from memory and/or with notation sing in different time signatures: 2/4, 3/4 and 4/4 demonstrate good singing posture demonstrate vowel sounds, blended sounds and consonants sing 'on pitch' and 'in time' sing expressively, with attention to breathing and phrasing sing expressively, with attention to staccato and legato talk about the different styles of singing used for different styles of song talk about how the songs and their styles connect to the world	sing in unison and parts, and as part of a smaller group sing a second part in a song rehearse and learn songs from memory and/or with notation sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre sing 'on pitch' and 'in time' self-correct if lost or out of time sing expressively, with attention to breathing and phrasing sing expressively, with attention to dynamics and phrasing develop confidence as a soloist talk about the different styles of singing used for different styles of song talk confidently about how connected they feel to the music and how it connects to the world respond to a leader or conductor	rehearse and learn songs from memory and/or with notation sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance this should include observing rhythm, phrasing, accurate pitching and appropriate style continue to sing in parts, where appropriate sing in 2/4, 3/4, 4/4, 5/4 and 6/8 demonstrate and maintain good posture and breath control whilst singing sing with and without an accompaniment sing syncopated melodic patterns lead a singing rehearsal talk about the different styles of singing used in the various styles of song visited throughout this year discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world
Playing		rehearse and learn to play a simple melodic instrumental part by ear play a part on a tuned or untuned instrument by ear learn to treat instruments carefully and with respect rehearse and perform their parts within the context of the unit song learn to play together with everybody while keeping in time with a steady beat perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat	rehearse and learn to play a simple melodic instrumental part by ear play a part on a tuned or untuned instrument by ear learn to treat instruments carefully and with respect play the instrumental part they are comfortable with and swap when appropriate treat instruments carefully and with respect play the right notes with secure rhythms play together as a group while keeping the beat listen to and follow musical instructions from a leader play their instruments with good posture and technique	rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D minor rehearse and perform their parts within the context of the unit song treat instruments carefully and with respect play the right notes with secure rhythms play together as a group while keeping the beat listen to and follow musical instructions from a leader play their instruments with good posture and technique	rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor rehearse and perform their parts within the context of the unit song treat instruments carefully and with respect play the right notes with secure rhythms play together as a group while keeping the beat listen to and follow musical instructions from a leader play their instruments with good posture and technique	rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E major, C minor and D minor play a part on a tuned instrument, by ear or from notation treat instruments carefully and with respect play the right notes with secure rhythms rehearse and perform their parts within the context of the unit song play together as a group while keeping the beat listen to and follow musical instructions from a leader play their instruments with good posture begin to understand how to rehearse a piece of music in order to improve	rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E minor and D minor play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) play a part on a tuned instrument, by ear or from notation treat instruments carefully and with respect play the right notes with secure rhythms rehearse and perform their parts within the context of the unit song play together with everybody while keeping the beat listen to and follow musical instructions from a leader play their instruments with good posture understand how to rehearse a piece of music in order to improve play a more complex part
Improvising		explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G explore and begin to create personal musical ideas using the given notes for the unit understand that improvisation is about the children making up their own very simple tunes on the spot follow a steady beat and stay 'in time' improvise simple vocal patterns using 'question and answer' phrases understand the difference between creating a rhythm pattern and a pitch pattern	explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G A, B F, G, A begin to create personal musical ideas using the given notes understand that improvisation is about the children making up their own very simple tunes on the spot follow a steady beat and stay 'in time' work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation	explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G A, B F, G, A G, A, B, C, D F, G, A F, G, A, C, D structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end when improvising, follow a steady beat and stay 'in time' become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other	explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# G, A, B explore improvisation within a major scale, using more notes improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation improvise over a simple chord progression /groove	explore improvisation within a major and minor scale, using the following notes: C, D, E, F, G C, D, E, F, G C, D, E, G, A F, G, A, B, C D, E, F, G, A improvise over a simple groove, responding to the beat and 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) follow a steady beat and stay 'in time' become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests include rests or silent beats think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other include smooth (legato) and detached (staccato) articulation when playing notes	explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B, C, D G, A, B, C, D F, G, A, C, D improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation follow a steady beat and stay 'in time' become more skilled in improvising, perhaps trying more notes and rhythms include rests or silent beats think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other challenge themselves to play for longer periods, both as soloists and in response to others in a group

Composing	<p>Games Track: find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse Copcat</p> <p>Rhythm: copy basic rhythm patterns of single words, building to short phrases from the song/s</p> <p>High and Low: Explore high and low using voices and sounds of characters in the songs listen to high-pitched and low-pitched sounds on a glockenspiel</p> <p>Create Your Own Sounds: invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song</p> <p>Extension Activity: Adding a 2-note melody to the rhythm of the words playing with two pitched notes to invent musical patterns</p>	<p>begin to understand that composing is like writing a story with music explore sounds and create their own melody perform their simple composition/s using two, three, four or five notes use simple notation if appropriate create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D begin to explore and create using graphic scores create musical sound effects and short sequences of sounds in response to music and video stimuli use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces create a story, choosing and playing classroom instruments create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims use music technology, if available, to capture, change and combine sounds</p>	<p>continue to understand that composing is like writing a story with music perform their simple composition/s using two, three, four or five notes start their tune/s on note one and end it on note one use simple notation if appropriate create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E start and end on the note G F, G F, G, A F, G, A, C F, G, A, C, D start and end on the note F explore and create graphic scores create musical sound effects and short sequences of sounds in response to music and video stimuli use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces create a story, choosing and playing classroom instruments create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims use music technology, if available, to capture, change and combine sounds</p>	<p>create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G start and end on the note C (C major) F, G, A F, G, A, B F, G, A, B, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E start and end on the note G successfully create a melody in keeping with the style of the backing track -this could include: composing over a simple chord progression composing over a simple groove composing over a drone include a home note, to give a sense of an ending; coming home perform their simple composition/s, using their own choice of notes give the melody a shape describe how their melodies were created start to use simple structures within compositions, eg introduction, verse and chorus or AB form use simple dynamics create a tempo instruction compose song accompaniments on tuned and untuned percussion, using known rhythms and note values use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns</p>	<p>create a melody using crotchets, minims, quavers and their rests use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note A A, B, C A, B, C, D A, B, C, D, E Start and end on the note A D, E D, E, F D, E, F, G, A Start and end on the note D G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G successfully create a melody in keeping with the style of the backing track composing over a simple groove composing over a drone include a home note to give a sense of an ending; coming home start to use simple structures within compositions, eg introduction, verse and chorus or AB form use simple dynamics create a tempo instruction compose song accompaniments on tuned and untuned percussion, using known rhythms and note values create a melody using crotchets, minims, quavers and their rests use a pentatonic scale begin to understand the structure of the composition explain its musical shape, identifying melodic intervals and melodic steps perform their simple composition/s using their own choice of notes</p>	<p>create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests use a pentatonic and a full scale use major and minor tonality: F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F G, A G, A, B G, A, B, C G, A, B, C, D start and end on the note G G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G) understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards perform simple, chordal accompaniments create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests use a pentatonic and a full scale, as well as major and minor tonalities understand the structure of the composition explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note) include a home note to give a sense of an ending; coming home perform their simple composition/s, using their own choice of notes successfully create a melody in keeping with the style of the backing track create their composition/s with an awareness of the basic chords in the backing track</p>	<p>create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests use a pentatonic and a full scale use major and minor tonality: C, D, C, D, E C, D, E, F C, D, E, F, G Start and end on the note C G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G), G, Bb G, Bb, C, D G, Bb, C, D, F Start and end on the note G (minor pentatonic on G) D, E D, E, F D, E, F, G, A Start and end on the note D F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F F, G F, G, A, C F, G, A, C, D Start and end on the note F plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest play this melody on available tuned percussion and/or orchestral instruments note this melody either of these melodies can be enhanced with rhythmic or simple chordal accompaniment create a simple chord progression compose a ternary (ABA form) piece use available music software/apps to create and record it, discussing how musical contrasts are achieved use music technology, if available, to capture, change and combine sounds create music in response to music and video stimuli start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form) use rhythmic variety compose song accompaniments, perhaps using basic chords use a wider range of dynamics, including fortissimo, pianissimo, mezzo forte and mezzo piano use a pentatonic and a full scale, as well as major and minor tonalities create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests explain its musical shape, identifying melodic intervals and melodic steps include a home note to give a sense of an ending; coming home perform their simple composition/s, using their own choice of notes successfully create a melody in keeping with the style of the backing track and describe how their melodies were created create their composition/s with an awareness of the basic chords in the backing track</p>
Performing	<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>rehearse a song and perform it to an audience, explaining why the song was chosen add actions and perhaps movement to the song perform the song from memory follow the leader or conductor talk about the performance afterwards, expressing what was enjoyed and what they think could have been better when planning, rehearsing, introducing and performing the song: introduce the performance begin to play tuned and untuned instruments musically within the performance begin to use the voice expressively and creatively by singing simple songs begin to play together as a group /band /ensemble show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance</p>	<p>rehearse a song and then perform it to an audience, explaining why the song was chosen add actions to the song show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance perform the song from memory follow the leader or conductor continue to play tuned and untuned instruments musically within the performance continue to use the voice expressively and creatively by singing simple songs continue to play together as a group /band /ensemble talk about the performance afterwards, saying what they enjoyed and what they think could have been better</p>	<p>plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence explain why the song was chosen show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance follow the leader or conductor talk about the strengths of the performance, how they felt and what they would like to change introduce the performance with an understanding of what the song is about and comment on any other relevant connections include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc</p>	<p>rehearse and enjoy the opportunity to share what has been learnt in the lessons perform, with confidence, a song from memory or using notation play and perform melodies following staff notation, using a small range, as a whole class or in small groups include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance explain why the song was chosen, including its composer and the historical and cultural context of the song communicate the meaning of the words and articulate them clearly</p>	<p>create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience perhaps perform in smaller groups, as well as with the whole class perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra perform from memory or with notation, with confidence and accuracy include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance explain why the song was chosen, including its composer and the historical and cultural context of the song a student will lead part of the rehearsal and part of the performance record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece discuss and talk musically about the strengths and weaknesses of a performance collect feedback from the audience and reflect on how future performances might be different</p>	<p>create, rehearse and present a holistic performance for a specific purpose, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience perform from memory or with notation understand the value of choreographing any aspect of a performance understand the importance of the performing space and how to use it rehearse and lead parts of the performance, individually or as a group</p>