



## Music curriculum Skills and Knowledge Learning Ladder

### Intent

Holtsmere End Junior School has developed a long term Music plan that aims to: develop children's aural awareness, exposing them to a variety of different genres, providing opportunities for learning instruments and encouraging confidence through the use of performance.

### Implementation

#### The Nature of music

At Holtsmere End Junior School we recognise that music is a practical, creative subject, which can be of benefit to all children in developing imagination, the ability to listen attentively and critique, and the ability to express personal thoughts and feelings.

We aim for all children to have access to and enjoy the music curriculum and extracurricular opportunities.

### Entitlement

All children will be taught the skills and knowledge of music as outlined in the programmes of study in the National Curriculum for music.

At Holtsmere End Junior School all children have the opportunity to learn to play a musical instrument should they wish. Year 3 children all learn to play the keyboard and Ukelele through The Wider Opportunities organisation. Year 4 are taught music by a specialised music teacher. Year 5 and 6 are given a detailed music program under Charanga where they learn about and perform songs from a variety of genres as well as play a variety of instruments. The decision to use an outside provider in Years 3 and 4, and to use the program for Years 5 and 6, is to raise expectations, standards and progress of the music across the school.

Performance opportunities include the Christmas play for Year 3 and 4, Christmas Carol Concert, assemblies and the Year 6 end of year performance.

Music lessons, for which a fee is required, are available during the school day, through Rock and Pop Foundation for guitar. St Alban's Music school provide keyboard lessons.

## Teaching and Learning

The basic area of musical activity - performing (including singing and using instruments), composing (organising sound and silence), listening and appraising will be given equal weighting in each half term and will, whenever possible, be related. In particular, some aspects of 'listening and appraising' will form an important part of every music lesson.

To accomplish our aims, we will do the following:

Children will be given opportunities to listen to and discuss examples of music from:-

- the European 'classical tradition'
- the countries and regions of the British Isles- a variety of cultures, western and non-western.

The musical elements of pitch, duration, timbre, dynamics and structure will be progressively introduced, discussed and understood. Children will devise and recognise appropriate signs to aid composition and arrangements.

Musical activities are planned in such a way so as to encourage full and active participation and enjoyment by all children irrespective of ability.

Children will be given the opportunity to use the computer and ipads during music lessons, in particular as a support for developing composition skills.

Equal value and consideration is given to music from all cultures.

All children are taught the safe and appropriate use of equipment which use mains supply electricity.

Most musical instruments are kept in a central resource area and are readily accessible to the children.

## Organisation:

Music is taught as a separate subject. There is one lesson each week for each child.

Children will be taught in their normal class groups.

## Impact

### Assessment

Teacher assessments related to each end of year statement will be completed at the end of each term by the relevant teacher.

### Monitoring and review

The coordination and planning of the Music curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject.

## Progression of skills and knowledge in Music – KS2 – Listen and Appraise

Year 3-	Year 4	Year 5	Year 6 –
<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>● 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"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>● The lyrics: what the song is about.</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc.).</li> <li>● Name some of the instruments they heard in the song.</li> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> </ul>

		<ul style="list-style-type: none"> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>● To compare two or three songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
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Progression of skills and knowledge in Music – KS2 – Musical Activities Games			
Year 3 –	Year 4	Year 5 –	Year 6
<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>● Bronze Challenge <ul style="list-style-type: none"> <li>○ Find the pulse</li> </ul> </li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>● Bronze Challenge <ul style="list-style-type: none"> <li>○ Find the pulse</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>● Silver Challenge</li> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> <li>● Gold Challenge</li> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul>	<ul style="list-style-type: none"> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>● Silver Challenge</li> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> <li>● Gold Challenge</li> <li>● Find the pulse</li> <li>● Lead the class by inventing rhythms for them to copy back</li> <li>● Copy back three-note riffs by ear and with notation</li> <li>● Question and answer using three different notes</li> </ul>
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Progression of skills and knowledge in Music - KS2 Singing			
Year 3	Year 4 -	Year 5 -	Year 6 -
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> </ul>	<ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> </ul>

<ul style="list-style-type: none"> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> <li>• To sing in unison and to sing backing vocals.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To enjoy exploring singing solo. To listen to the group when singing.</li> </ul>
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Progression of skills and knowledge in Music - KS2 Playing			
Year 3 -	Year 4 -	Year 5	Year 6 -
<ul style="list-style-type: none"> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> <li>• To treat instruments carefully and with respect.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>• Different ways of writing music down - e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B on the treble stave</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a</li> </ul>

<ul style="list-style-type: none"> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song</li> </ul>	<ul style="list-style-type: none"> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>	<p>one-note, simple or medium part or the melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
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### Progression of skills and knowledge in Music KS2 - Improvisation

Year 3 -	Year 4 -	Year 5 -	Year 6
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> </ul>	<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> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>○ Bronze – Copy back using instruments. Use one note.</li> <li>○ Silver – Copy back using instruments. Use the two notes.</li> </ul>

<ul style="list-style-type: none"> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<ul style="list-style-type: none"> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <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> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>○ Bronze – Copy back using instruments. Use one note.</li> <li>○ Silver – Copy back using instruments. Use the two notes.</li> <li>○ Gold – Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul>	<ul style="list-style-type: none"> <li>○ Gold – Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ Bronze – Improvise using one note.</li> <li>○ Silver – Improvise using two notes.</li> <li>○ Gold – Improvise using three notes.</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot <ul style="list-style-type: none"> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> </ul> </li> </ul>
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		<p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ Bronze – Improvise using one note.</li> <li>○ Silver – Improvise using two notes.</li> <li>○ Gold – Improvise using three notes.</li> </ul>	<ul style="list-style-type: none"> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul>
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### Progression of skills and knowledge in Music KS2 - Composition

Year 3 -	Year 4 -	Year 5 -	Year 6
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>● Help create at least one simple melody using one, three or all five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Record the composition in any way appropriate that recognises the</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make</li> </ul>

<ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	connection between sound and symbol (e.g. graphic/pictorial notation).	musical decisions about how the melody connects with the song. <ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
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### Progression of skills and knowledge in Music KS2 - Performance

Year 3 -	Year 4 -	Year 5 -	Year 6
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> <li>To choose what to perform and create a programme.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> <li>To choose what to perform and create a programme.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> <li>To choose what to perform and create a programme.</li> </ul>

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