

# Music Skills and Knowledge Progression



LEARNING TO LOVE, LOVING TO LEARN

|                     | Y1   | Y2   | Y3  | Y4   | Y5  | Y6  |
|---------------------|--|--|---|--|---|---|
| Listen and Appraise | <ul style="list-style-type: none"> <li>• To know 5 songs off by heart.</li> <li>• To know what the songs are about.</li> <li>• To know and recognise the sound and names of some of the instruments they use.</li> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</li> </ul> | <ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style</li> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• To learn how songs can tell a story or describe an idea</li> </ul> | <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> </ul> | <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>○ 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> </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, pitch and timbre)</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 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> </ul> </li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <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>○ 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> | <p>tempo, rhythm and pitch)</p> <ul style="list-style-type: none"> <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> <p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> <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> <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> </ul> | <ul style="list-style-type: none"> <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> <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> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul> |
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|       |  |   |  |  | <ul style="list-style-type: none"> <li>• Talk about the music and how it makes you feel</li> </ul>   | <ul style="list-style-type: none"> <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>  |
| Games | <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> | <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul> | <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> <li>• Musical Leadership: creating musical ideas</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>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> |

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|         |  |   |   | for the group to copy or respond to  |  |   |
|---------|--|---|---|--|--|---|
| Singing | <ul style="list-style-type: none"> <li>To confidently sing or rap five songs from memory and sing them in unison.</li> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul> | <ul style="list-style-type: none"> <li>To confidently know and sing five songs from memory.</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices</li> <li>Learn about voices singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader</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> <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> </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> <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> </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. <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 enjoy exploring singing solo. To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> </ul> </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> <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> </ul> |

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|         |   |   | <ul style="list-style-type: none"> <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>• 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 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> </ul>   | <ul style="list-style-type: none"> <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> </ul>   |
| Playing | <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• 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).</li> </ul> | <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the names of untuned percussion instruments played in class.</li> <li>• Treat instruments carefully and with respect.</li> <li>• 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).</li> <li>• Play the part in time with the steady pulse.</li> </ul> | <p>To know and be able to talk about:</p> <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> <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> </ul> | <p>To know and be able to talk about:</p> <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> <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> </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> <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</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> <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</li> </ul> |

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|                             | <ul style="list-style-type: none"> <li>• Listen to and follow musical instructions from a leader.</li> </ul>   | <ul style="list-style-type: none"> <li>• Listen to and follow musical instructions from a leader.</li> </ul>   | <ul style="list-style-type: none"> <li>• To listen to and follow musical instructions from a leader</li> </ul>  | <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 experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>  | <p>the differentiated parts – a 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>the differentiated parts – a 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><b>Improvisation</b></p> | <ul style="list-style-type: none"> <li>• Improvisation is about 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.</li> </ul> | <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>• Everyone can improvise, and you can use one or two 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</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>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> |

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|                           |  |   | <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>   | <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 ticks you have heard in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul>   |
| <p><b>Composition</b></p> | <ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</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 five different notes.</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> </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</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</li> </ul> |

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|             |  |   | <ul style="list-style-type: none"> <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> <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>• 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> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <p>between sound and symbol</p> <ul style="list-style-type: none"> <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 musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul> | <p>between sound and symbol</p> <ul style="list-style-type: none"> <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 musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> |
| Performance | <ul style="list-style-type: none"> <li>• A performance is sharing music with other people, called an audience</li> </ul> | <ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and</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> </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> </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> </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> </ul>  |



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|  | <ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul> | <p>involve a class, a year group or a whole school.</p> <ul style="list-style-type: none"> <li>• An audience can include your parents and friends.</li> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul> | <ul style="list-style-type: none"> <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> </ul> | <ul style="list-style-type: none"> <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>• Present a musical performance designed to capture the audience.</li> </ul> | <ul style="list-style-type: none"> <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> <li>• To communicate the meaning of the words and clearly articulate them.</li> </ul> | <ul style="list-style-type: none"> <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> <li>• To communicate the meaning of the words and clearly articulate them.</li> </ul> |
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# Music Skills and Knowledge Progression



LEARNING TO LOVE, LOVING TO LEARN

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|  |  |  |  | <ul style="list-style-type: none"><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 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.</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 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.</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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