



At Valence Primary School the intention is that all children grow into competent musicians. Through singing, playing, evaluating, analysing and composing music, children can explore a range of music including a diverse variety of musical periods, styles, traditions and musical genres. We encourage the children to use the musical language they learn through lessons to take part in discussions around a variety of music. Children are encouraged to value the importance of music in the wider community and as a way to express themselves in the experiences they take part in, in a variety of different contexts. We hope that children will leave Valence valuing music as part of their culture, history and wellbeing whilst keeping it authentic to themselves and their future.

P.R.A.I.S.E Pride Respect Achievement Independence Success Enjoyment

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
Key Vocabulary						
sound music song rhyme sing loud quiet instruments drum maraca tambourine high low pulse beat rhythm melody humming	pulse rhythm pitch rap improvise compose melody bass guitar drums perform singers keyboard percussion trumpet saxophones	keyboard drums bass electric guitar saxophone trumpet pulse rhythm pitch improvise compose question and answer melody dynamics tempo Reggae glockenspiel	structure introduction verse chorus improvise compose pulse rhythm pitch tempo dynamics synthesizer hook melody texture organ backing vocals riff	improvise compose appraising note values note names pulse rhythm solo ballad verse interlude strings piano synthesizer backing loops scratching unison melody	bridge backbeat amplifier chorus riff hook improvise compose appraising note values note names pulse rhythm solo ballad verse interlude strings	style indicators melody compost improvise rhythm pitch tempo dynamics timbre texture structure dimensions of music producer melody riff solo ostinato phrases



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
singing pitch call-and-response folk music nursery rhymes musician music			pentatonic scale Disco	pitch tempo dynamics timbre texture groove brass section	melody pitch tempo dynamics timbre texture groove riff brass section harmony melody	unison harmony groove Blues Jazz Motown Neo Soul
Musicianship						
Introduction of different genres of music	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short.	Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical	Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. The instruments they might play or be played in a band or



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	<p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back.</p>	<p>Complete vocal warm-ups with a copy back.</p> <p>Sing short phrases independently.</p>	<p>question and an answer.</p>	<p>Pitch: High and low sounds that create melodies.</p> <p>How to keep the internal pulse.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>		<p>orchestra or by their friends</p>
Listening – Respond and Analyse						
<p>Respond to music through movement. E.g to express different aspects such as pace a pitch.</p>	<p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p>	<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Its lyrics: what the song is about Any musical dimensions featured in the song, and where they</p>	<p><u>Knowledge:</u> To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p>	<p><u>Knowledge:</u> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p>	<p><u>Knowledge:</u> To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> o The style indicators of the songs (musical characteristics that



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	<p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Talk about how the music makes you feel.</p> <p>Find different steady beats. Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>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.</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people’s thoughts about the music.</p>	<p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p> <p><u>Skills:</u> To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p>	<p>o Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.).</p> <p>Name some of the instruments they heard in the songs.</p> <p>The historical context of the songs. What else was going on at this time?</p>	<p>give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</p> <p>Identify the structure of the songs (intro, verse, chorus etc.).</p> <p>Name some of the instruments used in the songs.</p> <p>The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity.</p> <p><u>Skills:</u> To identify and move to the pulse with ease.</p>



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p><u>Skills</u> To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p>	<p>To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Talk about the music and how it makes you feel.	
Singing						
<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Learning and singing nursery rhymes (to develop an understanding of timing, rhyme and repetition)</p> <p>Counting and alphabet songs linking to other ELGs</p>	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p>	<p><u>Knowledge:</u> To know and be able to talk about:</p> <p>Singing in a group can be called a choir.</p> <p>Leader or conductor: A person who the choir or group follow.</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>To know why you must warm up your voice.</p> <p><u>Skills:</u></p>	<p><u>Knowledge:</u> To know and be able to talk about:</p> <p>Singing in a group can be called a choir.</p> <p>Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad.</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p>	<p><u>Knowledge:</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about: Its main features.</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping.</p> <p>To know what the song is about and the meaning of the lyrics.</p> <p>To know and explain the importance of warming up your voice.</p> <p><u>Skills:</u></p>	<p><u>Knowledge:</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
		<p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To know why you must warm up your voice.</p> <p><u>Skills:</u> To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo.</p> <p>To listen to the group when singing. To demonstrate a good singing posture.</p> <p>To follow a leader when singing. To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune</p>	<p>warming up your voice.</p> <p><u>Skills:</u> To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing. To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
Notation						
Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E. Identify hand signals as notation, and recognise music notation on a stave of five lines.	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. Notation: recognise the connection between sound and symbol. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. Notation: recognise the connection between sound and symbol. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Playing instruments						
Musical instruments – to develop beat, pace, speed, volume	Rehearse and learn to play a simple melodic instrumental part by	Rehearse and learn to play a simple melodic instrumental part by	<u>Knowledge:</u> To be able to talk about the instruments used on class.	<u>Knowledge:</u> To know and be able to talk about:	<u>Knowledge:</u> The instruments they might play or be played in a band or	<u>Skills:</u> Play a musical instrument with the



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	ear or from simple notation, in C major, F major, D major and D minor.	ear or from notation, in C major, F major and G major.	<p><u>Skills:</u> To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>The instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p><u>Skills:</u> To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>	<p>orchestra or by their friends.</p> <p><u>Skills:</u> Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
				<p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>		
Improvising						
<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five.</p>



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			To know that if you improvise using the notes you are given, you cannot make a mistake.	To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations.	To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well-known improvising musicians	To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. To know three well-known improvising musicians

Composing

Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	<u>Knowledge:</u> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording	<u>Knowledge:</u> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording (letter names, symbols,	<u>Knowledge:</u> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo,	<u>Knowledge:</u> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are
---	--	--	---	--	---	--



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	<p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent your own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds</p>	<p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>compositions (letter names, symbols, audio etc.</p> <p><u>Skills:</u> Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>audio etc.)</p> <p><u>Skills:</u> Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>dynamics, texture and structure.</p> <p><u>Skills:</u> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>shaped by tempo, dynamics, texture and structure.</p> <p><u>Skills:</u> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>

Performing



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p><u>Knowledge:</u> To know and be able to talk about: Performing is sharing music with other people, an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>You need to know and have planned everything that will be performed.</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and involve an audience including of people you don't know.</p> <p>It is planned and different for each occasion.</p>	<p><u>Knowledge:</u> To know and be able to talk about: Performing is sharing music with other people, an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>You need to know and have planned everything that will be performed.</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and involve an audience including people you don't know.</p> <p>It is planned and different for each occasion.</p>	<p><u>Knowledge:</u> To know and be able to talk about: Performing is sharing music with other people, an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>Everything that will be performed must be planned and learned.</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion.</p> <p>A performance involves communicating ideas,</p>	<p><u>Knowledge:</u> To know and be able to talk about: Performing is sharing music with an audience with belief.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned.</p> <p>You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion.</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music.</p>



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
			<p>It involves communicating feelings, thoughts and ideas about the song/music.</p> <p><u>Skills:</u> To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>It involves communicating feelings, thoughts and ideas about the song/music.</p> <p><u>Skills:</u> To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they</p>	<p>thoughts and feelings about the song/music.</p> <p><u>Skills:</u> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p><u>Skills:</u> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>



EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

				were pleased with what they would change and why.		
--	--	--	--	---	--	--