



Music Progression at St. Mark's



The music curriculum is taught progressively through three interrelated pillars:

- **Technical:**

- Competence in controlling sound (instrumental, vocal or with music technology)
- Use of a communication system, such as staff notation or guitar tab

- **Constructive:**

- Knowledge of the musical elements/interrelated dimensions of music
- Knowledge of the components of composition

- **Expressive:**

- Musical quality
- Musical creativity
- Knowledge of musical meanings across the world and time

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

- **Listening and appraising** (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)
- **Singing** (developing pitch, melody, rhythm and control individually and as part of a group)
- **Musicianship** (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)
- **Improvising** (improvising, playing instruments, copying back and using different notes)
- **Composing** (composing, notating: representing sounds through symbols, standard and non-standard notation)
- **Playing and Performing** (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)

	Music Progression of Knowledge and Skills Bold – substantive knowledge Not bold – disciplinary knowledge							
	The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 							
	National Curriculum Content	ELG: Being Imaginative and Expressive	Pupils should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use technology to support learning where appropriate. 		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 			
	Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and skills	Listening and appraising Pillars Technical Constructive	<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. 	<ul style="list-style-type: none"> 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"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. 	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. 	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity Identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music.

							<ul style="list-style-type: none"> • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> - Use musical words when talking about the songs. - To talk about the musical dimensions working together in the Unit songs. - Talk about the music and how it makes you feel, using musical language to describe the music.
Knowledge and skills	Singing Pillars Technical Constructive Expressive	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. 	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison. • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being ‘in tune’. • To have an awareness of the pulse internally when singing. 	To know and be able to talk about: <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being ‘in tune’. • To rejoin the song if lost. • To listen to the group when singing. 	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. • To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being ‘in tune’. 	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being ‘in tune’.
Knowledge and skills	Musicianship Pillars Technical Constructive	<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. • Find the pulse and finding different ways to keep the pulse. • Copy basic rhythm patterns of single words, building to short phrases from the song/s. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Find the pulse. • Listen to the rhythm and clap back. • Copy back short rhythmic phrases based on words, with one 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. • Find the pulse. • Listen to the rhythm and clap back. 	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. • Find the Pulse • Clap and say back rhythms • Create your own simple rhythm patterns • Lead the class using their simple rhythms 	<ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to • Find the Pulse • Clap and say back rhythms • Create your own simple rhythm patterns 	Know and be able to talk about: <ul style="list-style-type: none"> • 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 • Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ○ Lead the class by inventing rhythms for others to copy back 	Know and be able to talk about: <ul style="list-style-type: none"> • 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 ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note/three-note riffs by ear and with notation

		<ul style="list-style-type: none"> ● Explore high and low using voices and sounds. ● Listen to high-pitched and low-pitched sounds on a glockenspiel. ● Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. ● Adding a 2-note melody to the rhythm of the words. ● Playing with two pitched notes to invent musical patterns. 	and two syllables whilst marching to the steady beat. <ul style="list-style-type: none"> ● Create rhythms for others to copy ● Use their voices to copy back using ‘la’, whilst marching to the steady beat ● Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. 	<ul style="list-style-type: none"> ● Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Create rhythms for others to copy. ● Use their voices to copy back using ‘la’, whilst marching the steady beat. ● Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. 	<ul style="list-style-type: none"> ● Copy back with instruments, without then with notation 	<ul style="list-style-type: none"> ● Lead the class using their simple rhythms ● Copy back with instruments, without then with notation 	<ul style="list-style-type: none"> ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes 	<ul style="list-style-type: none"> ○ Question and answer using two/three different notes
Knowledge and skills	Improvisation Pillars Technical Constructive		<ul style="list-style-type: none"> ● Improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise! ● Listen and clap back, then listen and clap your own answer (rhythms of words). ● Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 	<ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes. ● Listen and clap back, then listen and clap your own answer (rhythms of words). ● Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ● Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ○ Listen and sing back ○ Using instruments, listen and play your own answer using one note. ○ Take it in turns to improvise using one note. ● Listen and copy back using instruments, using two different notes. ○ Using your instruments, listen and play your own answer using one, two or three notes. ○ Take it in turns to improvise using one, two or three notes. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ○ Listen and sing back melodic patterns ○ Listen and copy back using instruments, using one, two or three different notes. ○ Take it in turns to improvise using one, two or three notes. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians ● Copy back using instruments. Use one, two or three notes. ● Question and Answer using instruments. Use one, two or three notes in your answer. Always start on a G. ● Improvise using one, two or three notes. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians

			<ul style="list-style-type: none"> Take it in turns to improvise using one or two notes. 					
Knowledge and skills	Composition Pillars Technical Constructive		<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Knowledge and skills	Playing and performance Pillars Technical Expressive	<ul style="list-style-type: none"> A performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow 	<ul style="list-style-type: none"> To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other 	To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone 	To know and be able to talk about: <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. 	To know and be able to talk about: <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.

			<p>their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <ul style="list-style-type: none"> Listen to and follow musical instructions from a leader <p>A performance is sharing music with other people, called an audience</p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<p>musical instructions from a leader.</p> <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>plays in the playing section of the song.</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. To lead a rehearsal session <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> To lead a rehearsal session. <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
	Vocabulary	perform, pitch, melody, listen, song, nursery rhyme.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

	Catholic Social Teaching Links	Me! Dignity of the human person – how I look, my toys and favourite colours. We respect everyone’s differences.	Hey You! Dignity of the human person – creating our own raps about our likes and dislikes.	Hands, Feet, Heart Solidarity and the common good – South African music, links to freedom and Nelson Mandela.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.
		My Stories Family and community – celebrating Christmas and festivals	Rhythm in the way we walk and banana rap Solidarity and the common good – history of music and links to peace.	Ho Ho Ho Family and community – celebrating Christmas and festivals	Let your Spirit Fly Solidarity and the common good – what can we learn from the historical context of music and how it brings us together. Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Stop! Dignity of the human person. Family and community – music used to spread important messages about bullying and working together Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Livin’ On a Prayer Dignity of work and the human person – how rock music changed and adapted over time. Critical analysis of own and given music. Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Happy Family and community – what makes us happy? How can we build a society where we support and strengthen each other? Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.
		Everyone! Solidarity and the common good – music from around the world, friends, family and people.	In the Groove Stewardship – relating to countries, geography and cultures.	I wanna play in a band Solidarity and the common good – teamwork and working together for the common good.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.
		Our World Stewardship – caring for our world	Round and Round Solidarity and the common good – countries and music from around the world that joins us together	Zootime Stewardship – Animals and taking care of them.	Three Little Birds Stewardship – Jamaica and animals. Caring for our common home. Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Lean on me Rights and responsibilities – Gospel music historically and its links to historical changes e.g. Beethoven to slavery Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	The Fresh Prince of Bel-Air Rights and responsibilities – opportunity to make up own rap about the rights that we have. Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	You’ve got a friend Dignity of work – Role of female composers in history, specifically popular culture Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.
		Big Bear Funk Dignity of the human person – showing respect to others as we share our learning.	Your Imagination Dignity of the human person –We respect everyone’s differences including how they express themselves.	Friendship Song Options for the poor and vulnerable – making new friends, especially the vulnerable.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.
		Reflect, Rewind and Replay Dignity of the human person – showing respect to others as we share our learning	Reflect, Rewind and Replay Dignity of the human person – showing respect to others as we share our learning	Reflect, Rewind and Replay Dignity of the human person – showing respect to others as we share our learning	Dragon Song Dignity of the human person – friendship and acceptance Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Blackbird Stewardship – Animals – caring for birds and their sounds and how they link to music we recognise. Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Dancing in the street Rights and responsibilities – links to Motown and the civil rights movement. Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.	Music and Identity Dignity of work/human person – celebrating the role of women in the music industry End of Year Play Family and community – working together to share our gifts and talents with our community Recorder Lessons Dignity of the human person Family and community – respecting each other, enabling each other to aim high and using our gifts and talents.