

Music Curriculum at Brookfield Primary School



“Be The Best We Can Be”

National Curriculum Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical Canon.

National Curriculum Aims

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

How do we develop our Brookfield Musicians to be the best they can be?

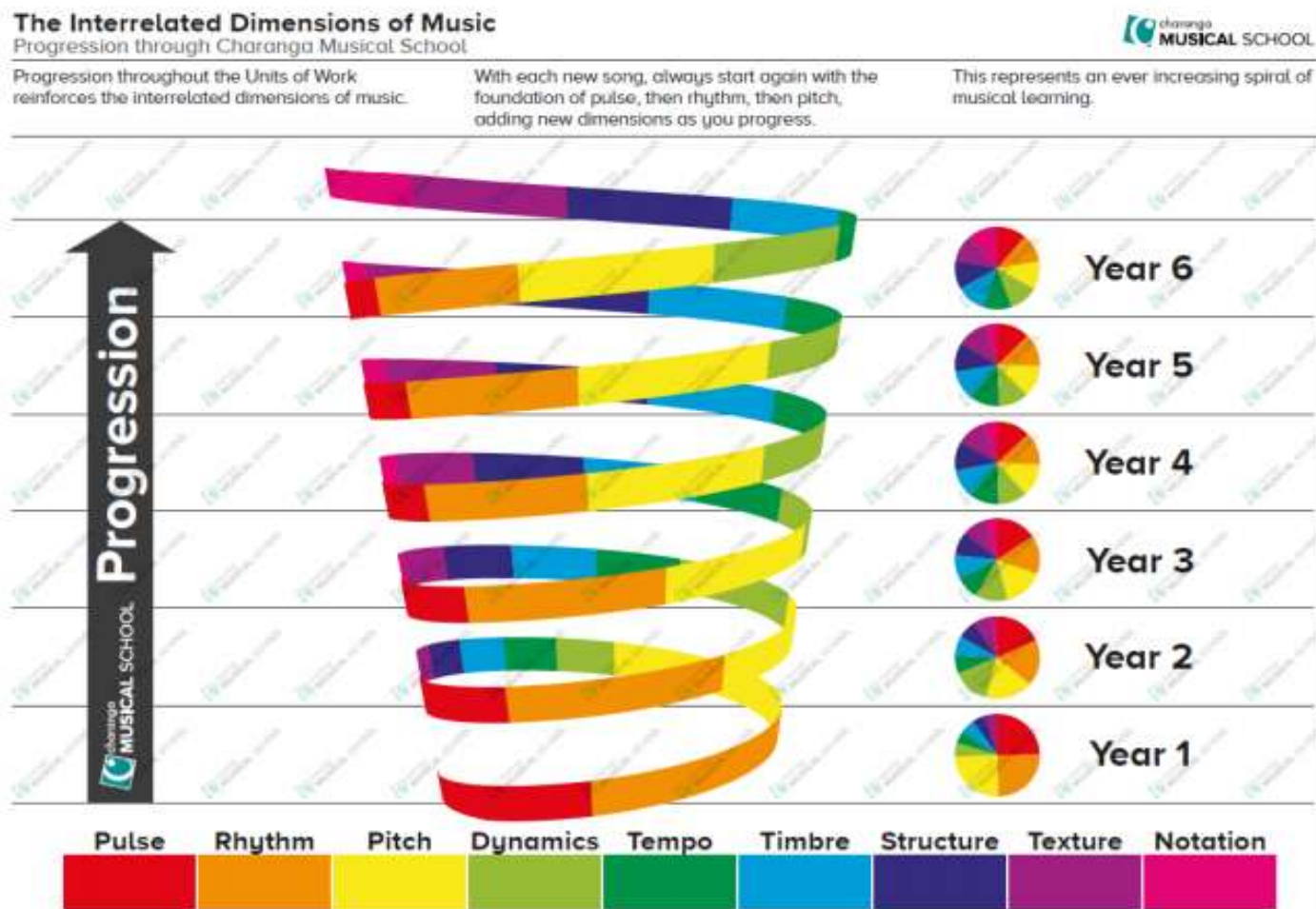
What is our INTENT for our Brookfield Musicians?	How do we IMPLEMENT this for our Brookfield Scientists?	How do we measure success for our Brookfield Scientists?
Our curriculum goes beyond a plan of what will be taught and when it will be taught. It covers all the experiences a child receives under our guidance. As educationalists we take our responsibility for the future of our young learners very seriously. Our curriculum will ensure that our children become confident, independent, resilient, curious learners with self-belief and our school ethos fully supports this. Our aim is for every child “To Be The Best They Can Be”. Our intent is to develop a lifelong love of learning, enriching every child’s school experience. We will enrich the lives of our children ensuring that they have an appreciation and sense of fulfilment from	At Brookfield Primary School, we follow the Charanga scheme and this ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play an instrument, from all four main instrument groups. In doing so they understand the different principles of each method of creating notes, as well as how to read basic music notation.	Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts.

the world around them. At the heart of our curriculum is our intent to provide each child with the essential fundamentals in music. Brookfield Primary School prides itself on valuing music education and strongly believes that it strengthens relationships, improves well-being and enhances the ability to 'think and grow'.	They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.	They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.
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<u>Charanga Theme</u>	<u>Key Stage 1</u>		<u>Key Stage 2</u>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Term 1 and 2	Hey You! Or Rhythm In The Way We Walk and The Banana Rap	Hands, Feet, Heart Or Ho, Ho, Ho	Let Your Spirit Fly Or Glockenspiel Stage 1	Mamma Mia Or Glockenspiel 2	Livin' On a Prayer Or Classroom Jazz 1	Happy Or Classroom Jazz 2
Term 3 and 4	In the Groove Or Round and Round	I Wanna Play in a Band Or Zootime	Three Little Birds Or The Dragon Song	Stop! Or Lean On Me	Make You Feel My Love Or The Fresh Prince of Bel-Air	A New Year Carol Or You've Got a Friend
Term 5 and 6	Your Imagination Or Reflect, Rewind & Replay	Friendship Song Or Reflect, Rewind & Replay	Bringing Us Together Or Reflect, Rewind & Replay	Blackbird Or Reflect, Rewind & Replay	Dancing in the Street Or Reflect, Rewind & Replay	Music and Identity Or Reflect, Rewind & Replay

<u>Genres/Style</u>	<u>Key Stage 1</u>		<u>Key Stage 2</u>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Term 1 and 2	Old School Hip-Hop Or Reggae	Afropop, South African Or A song with rapping and improvising for Christmas	RnB Or N/A	Pop Or Mixed Styles	Rock Or Bossa Nova and Swing	Pop/Neo Soul Or Bacharach and Blues
Term 3 and 4	Blues, Baroque, Latin, Bhangra, Folk, Funk Or Bossa Nova	Rock Or Reggae	Reggae Or A Pop Song that tells a story	Grime Or Gospel	Pop Ballads Or Old-School Hip-Hop	Classical or Urban Gospel Or 70s Ballad/Pop
Term 5 and 6	Pop Or Classical	Pop Or Classical	Disco Or Classical	The Beatles/Pop Or Classical	Motown Or Classical	Classical Or The history of music, look back and consolidate learning.

Terminology	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical terminology	Pulse Rhythm Pitch	Pulse Rhythm Pitch Dimensions	Pulse Pitch Dimensions Structure Texture Tempo	Rhythm Pulse Rhythm Pitch Dimensions Structure Texture Tempo	Pulse Pitch Dimensions Structure Tempo Timbre Rhythm Texture Chords	Pulse Pitch Structure Tempo Chords Rhythm Dimensions Texture Timbre



Notes	<u>Key Stage 1</u>		<u>Key Stage 2</u>			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	C, D, E, F, G, A	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, F#, G, A, B,	C, D, E, F, G, A, B ^b , C#, F#, E ^b , A ^b
Note names	<u>Key Stage 1</u>		<u>Key Stage 2</u>			
	1	2	3	4	5	6
	In each year group, we will use the terms: Semibreve, Dotted minim, Minim, Crotchet, Quaver, Semi quaver accordingly.					
Musical Elements	<u>Key Stage 1</u>		<u>Key Stage 2</u>			
Year Group	1	2	3	4	5	6
<u>Knowledge</u>	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.	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.	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.	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. Pitch: High and low sounds that create melodies. *How to keep the internal pulse. *Create musical ideas to copy or respond to.	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. *Create musical ideas 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. *Create musical ideas to copy or respond to.
Musical Elements	<u>Key Stage 1</u>		<u>Key Stage 2</u>			
Year Group	1	2	3	4	5	6
<u>Skills</u>	Find the pulse. Listen to and clap a rhythm back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady eat, Create rhythms for others to copy. Listen and sing back. Use voice to copy back and 'la' whilst marching to a steady beat, Listen and sing back.	Find the pulse. Listen to and clap a rhythm back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady eat, Create rhythms for others to copy. Listen and sing back. Use voice to copy back and 'la' whilst marching to a steady beat, Listen and sing back.	Find the pulse. Clap and say back rhythms. Create own simple rhythm patterns. Lead simple rhythms. Listen and sing back (no notation). Copy back with instruments, without and then with notation.	Find the pulse. Clap and say back rhythms. Create own simple rhythm patterns. Lead simple rhythms. Listen and sing back (no notation). Copy back with instruments, without and then with notation.	Find the pulse. Clap and say back rhythms based on words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns. Lead a group by inventing rhythms for others to copy back. Copy back two-note/three-note riffs by ear and with notation. Question and answer using two/three different notes.	Find the pulse. Clap and say back rhythms based on words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns. Lead a group by inventing rhythms for others to copy back. Copy back two-note/three-note riffs by ear and with notation. Question and answer using two/three different notes.

Main Instrument	Key Stage 1		Key Stage 2			
	1	2	3	4	5	6
	Body Percussion Percussion Instruments African Drums Boom Wackers. Egg Shakers Claves Vocal	Body Percussion Percussion Instruments Glockenspiels African Drums Boom Wackers Egg Shakers Claves Vocal	Body Percussion Percussion Instruments Glockenspiels African Drums Boom Wackers Egg Shakers Claves Vocal Recorders Keyboards	Body Percussion Percussion Instruments Glockenspiels African Drums Boom Wackers Egg Shakers Claves Vocal Recorders Keyboards Clarinet (Derbyshire Music Support)	Body Percussion Percussion Instruments Glockenspiels African Drums Boom Wackers Egg Shakers Claves Vocal Recorders Keyboards Ukuleles Technology Musical Devices Guitar/Drums (Private Peripatetic Teacher)	Body Percussion Percussion Instruments Glockenspiels African Drums Boom Wackers Egg Shakers Claves Vocal Recorders Keyboards Ukuleles Technology Musical Devices Guitar/Drums (Private Peripatetic Teacher)
Listen and Appraise	Key Stage 1		Key Stage 2			
Year Group	1	2	3	4	5	6
National Curriculum	Listen with concentration and understanding to a range of high-quality live and recorded music		Listen with attention to detail and recall sounds with increasing aural memory. 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.			
Knowledge	To know five 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 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 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: *It's 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 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: *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 know five songs from memory, who sang or wrote them, when they were written and why. To know the style of the five songs and to name other songs from the Units in those styles. To choose two three other songs and be able to talk about: *Some of the style indicators of the songs (musical characteristics that give the song their style). * The lyrics: What the song is 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). * Name some of the instruments heard in songs. *Understand the historical context of the songs. What else was going on at the time?	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: *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). *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 the fact that we have a musical identity.

Listen and Appraise		Key Stage 1		Key Stage 2		
Year Group	1	2	3	4	5	6
<u>Skills</u>	To learn how to enjoy moving to music by dancing, arching, being animals or pop stars.	To learn how to enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take turns to discuss how the song makes us feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the unit songs e.g. 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 talking use musical words.	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. Try to use musical words to discuss music and songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	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. 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.

Singing	Key Stage 1		Key Stage 2			
Year Group	1	2	3	4	5	6
National Curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.			
<u>Knowledge</u>	To confidently sing or rap five songs from memory and sing them in unison.	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.	To know and be able to talk about: *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 know and be able to talk about: *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 know and confidently sing five songs and their part from memory and to sing them with a strong internal pulse. To choose a song and be able to talk about: *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 know and confidently sing five songs and their part from memory and to sing them with a strong internal pulse. To know about the style of songs and represent the feeling and context to an audience. To choose a song and be able to talk about: *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.
<u>Skills</u>	Learn about voices, singing notes of different pitches (high and low). Learn how to make different types of sounds with voice - rap or say word in rhythm. Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low). Learn to make different types of sounds with voice - a rap is spoken words with rhythm. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	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 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.	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'.	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 to fit into the group. To sing with awareness of being 'in tune'.

Playing	Key Stage 1		Key Stage 2			
Year Group	1	2	3	4	5	6
National Curriculum	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.			
Knowledge	Learn the names of the notes in an instrumental part from memory or when written down. Learn the names of the instruments they are playing.	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.	To know and be able to talk about: *The instruments used in class (a glockenspiel, recorder or xylophone).	To know and be able to talk about: *The instruments used in class (a glockenspiel, recorder or xylophone). *Other instruments played or might be played in a band or orchestra or by peers.	To know and be able to talk about: *Different way 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 might play or be played in a band or orchestra or by peers.	To know and be able to talk about: *Different way 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 might play or be played in a band or orchestra or by peers.
Skills	Treat instruments carefully and with respect. Play a tuned instrumental part with the song performed. Learn to play an instrumental part that matches the musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches the 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 musical instructions from a leader.	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 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 plays in the playing section of the song.	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 parts within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	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 parts within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.

Improvisation	Key Stage 1		Key Stage 2			
Year Group	1	2	3	4	5	6
National Curriculum	Experiment with, create, select and combine sounds using the inter-related dimensions of music		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. Use and understand staff and other musical notations.			
<u>Knowledge</u>	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.	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.	To know and be able to talk about improvisation: *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 and be able to talk about improvisation: *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 heard in improvisations.	To know and be able to talk about improvisation: *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 heard in improvisations. *To know three well-known improvising musicians.	To know and be able to talk about improvisation: *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 learnt in improvisations. *To know three well-known improvising musicians.
<u>Skills</u>	Explore improvising: To listen and clap back, then listen and clap own answer (rhythms of words). Use voice and instruments, listen and sing back, then listen and play own answer using one or two notes. Take it in turns to improvise using one or two notes.	To listen and clap back, then listen and clap own answer (rhythms of words). Use voice and instruments, listen and sing back, then listen and play own answer using one or two notes. Take it in turns to improvise using one or two notes.	To improvise using instruments in the context of a song being learnt for performance.	To improvise using instruments in the context of a song being learnt for performance.	To improvise using instruments in the context of a song to be performed.	To improvise using instruments in the context of a song to be performed.

Composition	Key Stage 1		Key Stage 2			
Year Group	1	2	3	4	5	6
National Curriculum	Experiment with, create, select and combine sounds using the inter-related dimensions of music		Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.			
<u>Knowledge</u>	Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	To know and be able to talk about: *A composition: music that is created and kept in some way. It's like writing a story. It can be played or performed again to peers. *Different ways of recording compositions (letter names, symbols, audio).	To know and be able to talk about: *A composition: music that is created and kept in some way. It's like writing a story. It can be played or performed again to peers. *Different ways of recording compositions (letter names, symbols, audio).	To know and be able to talk about: *A composition: music that is created and kept in some way. It's like writing a story. It can be played or performed again to peers. * 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.	To know and be able to talk about: *A composition: music that is created and kept in some way. It's like writing a story. It can be played or performed again to peers. * 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.
<u>Skills</u>	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changes if necessary.	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.	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 decision 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.	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 decision 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.	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.	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.

Performance	Key Stage 1		Key Stage 2			
Year Group	1	2	3	4	5	6
National Curriculum	Play tuned and untuned instruments musically Use their voices expressively and creatively by singing songs and speaking chants and rhymes		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.			
Knowledge	A performance is sharing music an audience.	A performance is sharing music an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include parents and friends/peers.	To know and be able to talk about: *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 know and be able to talk about: *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 know and be able to talk about: *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 know and be able to talk about: *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.
Skills	To choose a song learnt from the scheme and perform it. Add own ideas to a performance. Record the performance and talk about the feelings about it.	To choose a song learnt from the scheme and perform it. Add own ideas to a performance. Record the performance and talk about the feelings about it.	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 it feels, what has pleased and what would need to be change and why.	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 it feels, what has pleased and what would need to be change and why.	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..?"	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..?"