

WHOLE SCHOOL MUSIC PROGRESSION DOCUMENT

	AGE RELATED STATUTORY COVERAGE EYFS	AGE RELATED STATUTORY COVERAGE KEY STAGE ONE	AGE RELATED STATUTORY COVERAGE KEY STAGE TWO
LISTEN & RESPOND	To listen attentively, move to and talk about music, expressing their feelings and responses	To listen with concentration and understanding to a range of high quality live and recorded music	To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.
EXPLORE & CREATE		To experiment with, create, select and combine sounds using the interrelated dimensions of music.	To improvise and compose music for a range of purposes using the interrelated dimensions of music
SINGING	To sing in a group or on their own, increasingly matching the pitch and following the melody To sing a range of well-known nursery rhymes and songs (ELG)	To use voices expressively and creatively by singing songs and speaking chants and rhymes	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
PERFORMANCE	To perform and engage in music making, performing solo or in groups To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (ELG)	To play tuned and untuned instruments musically	To use and understand staff and other musical notations
	VOCABULARY EYFS	VOCABULARY KEY STAGE ONE	VOCABULARY KEY STAGE TWO
	Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds	Year 1 – as EYFS plus: • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice Year 2 – as Year 1 plus • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch • pulse • recorder • score • tuned percussion • untuned percussion • volume	Year 3 – as Key Stage One plus: • names of orchestral instruments • accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinati • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone Year 4 – as Year 3 plus: • harmony • improvise • leaping (large interval between two notes) • pentatonic Year 5 – as Year 4 plus: • Accent • bass • notation • texture • timbre Year 6 – as Year 5 plus: • diction • interval • syncopation

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	KNOWLEDGE	To know twenty	To know 5 songs	To know five songs off	To know five songs from memory	To know five songs from memory	To know five songs from	To know five songs from memory,
		nursery rhymes	off by heart	by heart	and who sang them or wrote	and who sang them or wrote	memory, who sang or wrote	who sang or wrote them, when
		off by heart	To know what	To know some songs	them To know the style of the	them. To know the style of the	them, when they were written	they were written and why?
		To know the	the songs are	have a chorus or a	five songs	five songs	and, if possible, why?	To know the style of the songs and
		stories of some	about	response/answer part	To choose one song and be able	 To choose one song and 	To know the style of the five	to name other songs from the
		of the nursery	To know and	To know that songs	to talk about:	be able to talk about:	songs and to name other songs	Units in those styles.
		rhymes	recognise the	have a musical style	 Its lyrics: what the song is 	Some of the style	from the Units in those styles	 To choose three or four
			sound and names		about	indicators of that song	To choose two or three other	other songs and be able to
			of some of the		 Any musical dimensions 	(musical characteristics	songs and be able to talk about:	talk about: The style
			instruments they		featured in the song, and	that give the song its	 Some of the style 	indicators of the songs
			use		where they are used	style)	indicators of the songs	(musical characteristics
					(texture, dynamics,	 The lyrics: what the song 	(musical characteristics	that give the songs their
					tempo, rhythm and	is about	that give the songs their	style)
					pitch)	 Any musical dimensions 	style)	 The lyrics: what the songs
					 Identify the main 	featured in the song and	 The lyrics: what the 	are about
					sections of the song	where they are used	songs are about	 Any musical dimensions
					(introduction, verse,	(texture, dynamics,	 Any musical dimensions 	featured in the songs and
					chorus etc.)	tempo, rhythm and pitch)	featured in the songs	where they are used
					 Name some of the 	 Identify the main sections 	and where they are	(texture, dynamics, tempo,
					instruments they heard	of the song (introduction,	used (texture, dynamics,	rhythm, pitch and timbre)
9					in the song	verse, chorus etc)	tempo, rhythm and	Identify the structure of
<u> </u>						 Name some of the 	pitch)	the songs (intro, verse,
RESPOND						instruments they heard in	Identify the main	chorus etc.)
8						the song	sections of the songs	Name some of the
Z							(intro, verse, chorus	instruments used in the
LISTEN							etc.)	songs
							Name some of the	The historical context of
							instruments they heard	the songs. What else was
							in the songs	going on at this time,
							The historical context of	musically and historically?
							the songs. What else	Know and talk about that
							was going on at this	fact that we each have a
							time?	musical identity
	SKILLS	To learn that	To learn how	To learn how they can	To confidently identify and move	To confidently identify and move	To identify and move to the	To identify and move to the pulse
		music can	they can enjoy	enjoy moving to music	to the pulse	to the pulse	pulse with ease	with ease
		touch your	moving to music	by dancing, marching,	To think about what the words of	To talk about the musical	To think about the message of	To think about the message of
		feelings	by dancing,	being animals or pop	a song mean	dimensions working together in	songs	songs
		To enjoy	marching, being	stars	To take it in turn to discuss how	the Unit songs eg if the song gets	To compare two songs in the	To compare two songs in the same
		moving to	animals or pop	To learn how songs	the song makes them feel	louder in the chorus (dynamics) Talk about the music and how it	same style, talking about what	style, talking about what stands
		music by dancing,	stars	can tell a story or describe an idea	Listen carefully and respectfully to other people's thoughts about	makes them feel	stands out musically in each of them, their similarities and	out musically in each of them, their similarities and differences
				describe all idea			differences	
		marching, being			the music	Listen carefully and respectfully to other people's thoughts about	Listen carefully and respectfully	Listen carefully and respectfully to other people's thoughts about the
		animals or Pop				the music		
		stars				When you talk try to use musical	to other people's thoughts about the music	music Use musical words when talking
						words	When you talk try to use musical	about the songs
						words	words	about the soliks
			<u> </u>				words	

KNOWLEDGE	To know that we can move with the pulse of the music	To know that music has a steady pulse, like a heartbeat	To know that music has a steady pulse, like a heartbeat To know that we can	Know how to find and demonstrate the pulse Know the difference between pulse and rhythm	Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the	To talk about the musical dimensions working together in the Unit songs Talk about the music and how it makes you feel Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and	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 Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or
	To know that the words of songs can tell stories and paint pictures	To know that we can create rhythms from words, our names, favourite food, colours and animals	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 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	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	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	music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
EXPLORE & CREATE (MUSICAL ACTIVITIES) (EYFS) GAMES (YEAR 1 - YEAR 6) SAMES (YEAR 1 - YEAR 6)	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back — 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back — 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge 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 Silver Challenge Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge Find the pulse Lead the class by inventing rhythms for them to copy back

	KNOWLEDGE	To sing or rap nursery rhymes and simple	To confidently sing or rap five songs from	To confidently know and sing five songs from memory	To know and be able to talk about: Singing in a group can be called a	To know and be able to talk about: Singing in a group can be called a	rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes To know and confidently sing five songs and their parts from memory, and to sing them with	 Copy back three-note riffs by ear and with notation Question and answer using three different notes To know and confidently sing five songs and their parts from memory, and to sing them with a
SINGING		songs from memory Songs have sections	memory and sing them in unison	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	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	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	 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 	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: • 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
	SKILLS	To sing along with a pre-recorded song and add actions To sing along with the backing track	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	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	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 you fit into the group To sing with awareness of being 'in tune'

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		KNOWLEDGE	A performance	Learn the names of	Learn the names of	To know and be able to talk	To know and be able to talk	To know and be able to talk	To know and be able to talk about:
			is sharing music	the notes in their	the notes in their	about:	about:	about:	Different ways of writing music down
				instrumental part	instrumental part	The instruments used in class	The instruments used in class (a		– e.g. staff notation, symbols
				from memory or	from memory or	(a glockenspiel, a recorder)	glockenspiel, recorder or	music down – e.g. staff	The notes C, D, E, F, G, A, B + C on the
				when written down	when written down		xylophone)	notation, symbols	treble stave
				Learn the names of	Know the names of		Other instruments they might	The notes C, D, E, F, G, A, B +	The instruments they might play or be
				the instruments they	untuned percussion		play or be played in a band or	C on the treble stave	played in a band or orchestra or by
				are playing	instruments played		orchestra or by their friends	The instruments they might	their friends
					in class			play or be played in a band or	
		0,411.0	5 (-	-	orchestra or by their friends	BI
1	(6)	SKILLS	Perform any of	Treat instruments	Treat instruments	To treat instruments carefully	To treat instruments carefully	Play a musical instrument	Play a musical instrument with the
}	r (EYF.) YEAR		the nursery	carefully and with	carefully and with	and with respect	and with respect	with the correct technique	correct technique within the context
) 		rhymes by	respect	respect	Play any one, or all of four,	Play any one, or all four,	within the context of the Unit	of the Unit song.
	1 5		singing and	Play a tuned	Learn to play a	differentiated parts on a	differentiated parts on a tuned	song.	Select and learn an instrumental part
	A A		adding actions	instrumental part	tuned instrumental	tuned instrument – a one-	instrument – a one-note,	Select and learn an	that matches their musical challenge,
7	SHAKE & PEKFORIM (EYFS) PLAYING (YEAR 1 – YEAR 6		or dance	with the song they	part that matches	note, simple or medium part	simple or medium part or the	instrumental part that	using one of the differentiated parts –
	שַׁ עַּ		Perform any	perform	their musical	or the melody of the song)	melody of the song from	matches their musical	a one-note, simple or medium part or the melody of the song from memory
3	HAKE &		nursery rhymes or songs adding	Learn to play an instrumental part	challenge, using one of the differentiated	from memory or using notation	memory or using notation To rehearse and perform their	challenge, using one of the differentiated parts – a one-	or using notation
;	Ř 7		a simple	that matches their	parts (a one-note,	To rehearse and perform their	part within the context of the	note, simple or medium part	To rehearse and perform their part
			instrumental	musical challenge,	simple or medium	part within the context of the	Unit song	or the melody of the song	within the context of the Unit song
			part	using one of the	part)	Unit song To listen to and	To listen to and follow musical	from memory or using	To listen to and follow musical
			Record the	differentiated parts	Play the part in time	follow musical instructions	instructions from a leader	notation	instructions from a leader
			performance to	(a one-note part, a	with the steady	from a leader	To experience leading the	To rehearse and perform	To lead a rehearsal session.
			talk about	simple part, medium	pulse	Tom a reader	playing by making sure	their part within the context	To read a remediation session.
				part)	Listen to and follow		everyone plays in the playing	of the Unit song	
				Listen to and follow	musical instructions		section of the song	To listen to and follow	
				musical instructions	from a leader			musical instructions from a	
				from a leader				leader	
								To lead a rehearsal session	
		KNOWLEDGE	No requirement	Improvisation is	Improvisation is	To know and be able to talk	To know and be able to talk	To know and be able to talk	To know and be able to talk about
			in EYFS	about making up	making up your own	about improvisation:	about improvisation:	about improvisation:	improvisation:
				your own tunes on	tunes on the spot	Improvisation is making up	Improvisation is making up	Improvisation is making up	Improvisation is making up your own
				the spot	When someone	your own tunes on the spot	your own tunes on the spot	your own tunes on the spot	tunes on the spot
				When someone	improvises, they	When someone improvises,	When someone improvises,	When someone improvises,	When someone improvises, they
				improvises, they	make up their own	they make up their own tune	they make up their own tune	they make up their own tune	make up their own tune that has
				make up their own	tune that has never	that has never been heard	that has never been heard	that has never been heard	never been heard before. It is not
;	Z			tune that has never	been heard before.	before. It is not written down	before. It is not written down	before. It is not written down	written down and belongs to them To
	2			been heard before.	It is not written	and belongs to them	and belongs to them	and belongs to them	know that using one, two or three
	<u> </u>			It is not written	down and belongs	To know that using one or two	To know that using one or two	To know that using one or	notes confidently is better than using
	Š			down and belongs to	to them	notes confidently is better	notes confidently is better than	two notes confidently is	five
	IMPROVISATION			them	Everyone can	than using five To know that if	using five	better than using five	To know that if you improvise using
	Ē			Everyone can	improvise, and you	you improvise using the notes	To know that if you improvise	To know that if you improvise	the notes you are given, you cannot
				improvise!	can use one or two	you are given, you cannot	using the notes you are given,	using the notes you are given,	make a mistake
					notes.	make a mistake	you cannot make a mistake	you cannot make a mistake	To know that you can use some of the
							To know that you can use some	To know that you can use	riffs and licks you have learnt in the
							of the riffs you have heard in	some of the riffs you have	Challenges in your improvisations To
							the Challenges in your	heard in the Challenges in	know three well-known improvising
							improvisations	your improvisations	musicians
								To know three well-known	
								improvising musicians	

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SKILLS	No requirement	Use the	Use the	Improvise using instruments in	Improvise using instruments in	Improvise using instruments	Improvise using instruments in the
	in EYFS	improvisation tracks	improvisation tracks	the context of the song they	the context of a song they are	in the context of a song to be	context of a song to be performed.
		provided. Improvise	provided. Improvise	are learning to perform. Using	learning to perform. Use the	performed. Use the	Use the improvisation tracks provided
		using the three	using the three	the improvisation tracks	improvisation tracks provided	improvisation tracks provided	and improvise using the Bronze, Silver
		challenges:	challenges:	provided, children will	and improvise using the	and improvise using the	or Gold Challenges.
		1. Clap and	1. Clap and	complete the Bronze, Silver or	Bronze, Silver or Gold	Bronze, Silver or Gold	Play and Copy Back
		Improvise – Listen	Improvise – Listen	Gold Challenges:	Challenges.	Challenges.	 Bronze – Copy back using
		and clap back, then	and clap back, then	Bronze Challenge:	Bronze Challenge:	1. Play and Copy Back	instruments. Use one note.
		listen and clap your	listen and clap your	 Copy Back – Listen 	 Copy Back – Listen and 	Bronze – Copy back	 Silver – Copy back using
		own answer	own answer	and sing back	sing back melodic	using instruments.	instruments. Use the two
		(rhythms of words).	(rhythms of words).	 Play and Improvise – 	patterns	Use one note.	notes.
		2. Sing, Play and	2. Sing, Play and	Using instruments,	 Play and Improvise – 	 Silver – Copy back 	 Gold – Copy back using
		Improvise – Use	Improvise – Use	listen and play your	Using instruments,	using instruments.	instruments. Use the three
		voices and	voices and	own answer using one	listen and play your	Use the two notes.	notes.
		instruments, listen	instruments, listen	note.	own answer using one	 Gold – Copy back 	2. Play and Improvise You will be
		and sing back, then	and sing back, then	 Improvise! – Take it in 	note.	using instruments.	using up to three notes:
		listen and play your	listen and play your	turns to improvise	 Improvise! – Take it in 	Use the three notes	Bronze – Question and
		own answer using	own answer using	using one note	turns to improvise	2. Play and Improvise You will	Answer using instruments.
		one or two notes.	one or two notes.	Silver Challenge:	using one note.	be using up to three notes:	Use one note in your answer.
		3. Improvise! – Take	3. Improvise! – Take	 Sing, Play and Copy 	Silver Challenge:	Bronze – Question	 Silver – Question and Answer
		it in turns to	it in turns to	Back – Listen and copy	 Sing, Play and Copy 	and Answer using	using instruments. Use two
		improvise using one	improvise using one	back using	Back – Listen and copy	instruments. Use one	notes in your answer. Always
		or two notes.	or two notes.	instruments, using	back using instruments,	note in your answer.	start on a G.
				two different notes	using two different	 Silver – Question and 	 Gold – Question and Answer
				 Play and Improvise – 	notes	Answer using	using instruments. Use three
				Using your	 Play and Improvise – 	instruments. Use two	notes in your answer. Always
				instruments, listen	Using your	notes in your answer.	start on a G.
				and play your own	instruments, listen and	Always start on a G.	3. Improvisation! You will be
				answer using one or	play your own answer	 Gold – Question and 	using up to three notes. The
				two notes	using one or two notes	Answer using	notes will be provided on-
				 Improvise! – Take it in 	 Improvise! – Take it in 	instruments. Use	screen and in the lesson plan:
				turns to improvise	turns to improvise	three notes in your	Bronze – Improvise using one
				using one or two	using one or two notes.	answer. Always start	note.
				notes.	Gold Challenge:	on a G.	 Silver – Improvise using two
				Gold Challenge:	 Sing, Play and Copy 	3. Improvisation! You will be	notes.
				 Sing, Play and Copy 	Back – Listen and copy	using up to three notes. The	Gold – Improvise using three
				Back – Listen and copy	back using instruments,	notes will be provided on-	notes
				back using	two different notes	screen and in the lesson plan:	Classroom Jazz 2 – Improvise with a
				instruments, two	Play and Improvise –	Bronze – Improvise	feeling for the style of Bossa Nova and
				different notes	Using your	using one note	Swing using the notes D, E, G, A + B
				Play and Improvise –	instruments, listen and	Silver – Improvise	(pentatonic scale/a five-note pattern)
				Using your	play your own answer	using two notes	
				instruments, listen	using two different	Gold – Improvise	
				and play your own	notes	using three notes.	
				answer using two	Improvise! – Take it in	Classroom Jazz 2 – Improvise	
				different notes	turns to improvise	with a feeling for the style of	
				Improvise! – Take it in	using three different	Bossa Nova and Swing using	
				turns to improvise	notes	the notes D, E, G, A + B	
				using three different		(pentatonic scale/a five-note	
				notes		pattern)	

NO	KNOWLEDGE	No requirement in EYFS	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 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.)	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 compositions (letter names, symbols, audio etc.)	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, 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 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
COMPOSITION	SKILLS	No requirement in EYFS	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	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 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)	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)	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	KNOWLEDGE	No requirement in EYFS	A performance is sharing music with other people, called an audience	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	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	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	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	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

				It is planned and different for	It is planned and different for	It is planned and different for	A performance involves
				each occasion	each occasion	each occasion A performance	communicating ideas, thoughts and
				It involves communicating	It involves communicating	involves communicating	feelings about the song/music
				feelings, thoughts and ideas	feelings, thoughts and ideas	ideas, thoughts and feelings	
				about the song/music	about the song/music	about the song/music	
SKILLS	No requirement	Choose a song they	Choose a song they	To choose what to perform	To choose what to perform and	To choose what to perform	To choose what to perform and create
	in EYFS	have learnt from the	have learnt from the	and create a programme.	create a programme Present a	and create a programme.	a programme
		Scheme and perform	Scheme and	To communicate the meaning	musical performance designed	To communicate the meaning	To communicate the meaning of the
		it	perform it	of the words and clearly	to capture the audience	of the words and clearly	words and clearly articulate them
		They can add their	They can add their	articulate them	To communicate the meaning	articulate them	To talk about the venue and how to
		ideas to the	ideas to the	To talk about the best place to	of the words and clearly	To talk about the venue and	use it to best effect
		performance	performance	be when performing and how	articulate them	how to use it to best effect	To record the performance and
		Record the	Record the	to stand or sit	To talk about the best place to	To record the performance	compare it to a previous performance
		performance and	performance and	To record the performance	be when performing and how	and compare it to a previous	To discuss and talk musically about it
		say how they were	say how they were	and say how they were	to stand or sit.	performance	– "What went well?" and "It would
		feeling about it	feeling about it	feeling, what they were	To record the performance and	To discuss and talk musically	have been even better if?"
				pleased with what they would	say how they were feeling,	about it – "What went well?"	
				change and why.	what they were pleased with	and "It would have been even	
					what they would change and	better if?"	
					why		