Subject Progression

Name of subject: Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Appraise	Communication	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	and language -						
	Understand how	• To know 5	To know five	To know five	●To know five	To know five	To know five
	to listen carefully	songs off by	songs off by	songs from	songs from	songs from	songs from
	and why listening	heart.	heart.	memory and who	memory and who	memory, who	memory, who
	is important	To know what	 To know some 	sang them or	sang them or	sang or wrote	sang or wrote
	Listen carefully	the songs are	songs have a	wrote them.	wrote them.	them, when they	them, when they
	to rhymes and	about.	chorus or a	To know the	To know the style	were written	were written and
	songs, paying	To know and	response/answer	style of the five	of the five songs.	and, if possible,	why?
	attention to how	recognise the	part.	songs.	To choose one	why?	To know the
	they sound	sound and names	To know that	 To choose one 	song and be able	To know the	style of the songs
	Learn rhymes,	of some of the	songs have a	song and be able	to talk about:	style of the five	and to name
	poems and	instruments they	musical style.	to talk about:	Some of the	songs and to	other songs from
	songs.	use.		o Its lyrics: what	style indicators	name other	the
	Expressive arts	To know that	Rhythms are	the song is about	of that song	songs from the	Units in those
	and design -	music has a	different from	 Any musical 	(musical	Units in those	styles.
	Listen	steady pulse, like	the steady pulse.	dimensions	characteristics	styles.	To choose
	attentively, move	a heartbeat.	We add high	featured in the	that	 To choose two 	three or four
	to and talk about	To know that	and low sounds,	song, and where	give the song its	or three other	other songs and
	music, expressing	we can create	pitch, when we	they	style).	songs and be	be able to talk
	their feelings and	rhythms from	sing and play our	are used	• The lyrics: what	able to talk	about:
	responses	words, our	instruments.	(texture,	the song is	about:	o The style
	Watch and talk	names, favourite		dynamics,	about.	Some of the	indicators of the
	about dance and	food, colours and	Skills:	tempo, rhythm	Any musical	style indicators	songs (musical
	performance art,	animals.		and pitch)	dimensions	of the songs	characteristics
	expressing their		To learn how	Identify the	featured in the	(musical	that
	feelings and	Skills:	they can enjoy	main sections of	song and where	characteristics	give the songs
	responses Sing		moving to music	the song	they are used	that give the	their style)
	in a group or on	◆To learn how	by dancing,	(introduction,	(texture,	songs their style)	• The lyrics: what
	their own,	they can enjoy	marching,	verse,	dynamics,	• The lyrics: what	the songs are
	increasingly	moving to music	being animals or	chorus etc.)	tempo, rhythm	the songs are	about
	matching the	by dancing,	pop stars.	O Name some of	and pitch).	about	Any musical
	pitch and	marching, being		the instruments			dimensions

following the	animals or pop	• To learn how	they heard in the	Identify the	Any musical	featured in the
melody - Explore	stars.	songs can tell a	song	main sections of	dimensions	songs and where
and engage in		story or describe	3	the song	featured in the	they
music making		an idea.	Skills:	(introduction,	songs and where	are used
and dance,				verse, chorus	they	(texture,
performing solo			 To confidently 	etc).	are used	dynamics,
or in groups. ELG			identify and	 Name some of 	(texture,	tempo, rhythm,
Expressive arts			move to the	the instruments	dynamics,	pitch and timbre)
and design –			pulse.	they heard in the	tempo, rhythm	o Identify the
Being			• To think about	song.	and pitch)	structure of the
imaginative - Sing			what the words		Identify the	songs (intro,
a range of well-			of a song mean.	Skills:	main sections of	verse, chorus
known nursery			To take it in		the songs (intro,	etc.)
rhymes and song			turn to discuss	 To confidently 	verse, chorus	 Name some of
Perform songs,			how the song	identify and	etc.)	the instruments
rhymes, poems			makes them feel.	move to the	 Name some of 	used in the songs
and stories with			Listen carefully	pulse.	the instruments	 The historical
others, and			and respectfully	To talk about	they heard in the	context of the
(when			to other people's	the musical	songs	songs. What else
appropriate) try			thoughts about	dimensions	The historical	was going on at
to move in time			the	working together	context of the	this time,
with music			music.	in the Unit	songs. What else	musically and
				songs eg if the	was going on at	historically?
				song gets louder	this time?	 Know and talk
				in the chorus		about that fact
				(dynamics).	Skills:	that we each
				 Talk about the 		have a musical
				music and how it	To identify and	Identity
				makes them feel.	move to the	
				 Listen carefully 	pulse with ease.	Skills:
				and respectfully	• To think about	
				to other people's	the message of	• To identify and
				thoughts about	songs.	move to the
				the	• To compare	pulse with ease.
				music.	two songs in the	• To think about
				When you talk	same style,	the message of
				try to use musical	talking about	songs.
				words.	what stands	• To compare
					out musically in	two songs in the
					each of them,	same style,

					their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. 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.	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	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	•To confidently	• To confidently	To know and be	To know and be	To know and confidently sing	To know and confidently sing
	sing or rap five songs from	know and sing five songs from	able to talk about:	able to talk about:	confidently sing five songs and	confidently sing five songs and
	memory and sing	memory.	• Singing in a	• Singing in a	their parts from	their parts from
	them in unison.	• To know that	group can be	group can be	memory,	memory,
		unison is	called a choir	called a choir	and to sing them	and to sing them
	Skills:	everyone singing	• Leader or	• Leader or	with a strong	with a strong
		at the same time.	conductor: A	conductor: A	internal pulse.	internal pulse.
		at the same time.	conducton	conductor. / t	mitternar paise.	mitter man parse.

	Learn about	Songs include	choir or group	choir or group	• To choose a	• To know about
	oices, singing	other ways of	follow	follow	song and be able	the style of the
	notes of different	using the voice	Songs can	Songs can	to talk about:	songs so you can
	oitches (high and	e.g. rapping	make you feel	make you feel	o Its main	represent the
	ow).	(spoken	different things	different things	features	feeling
	Learn that they	word).	e.g. happy,	e.g. happy,	• Singing in	and context to
	an make	• To know why	energetic or sad	energetic or sad	unison, the solo,	your audience
	lifferent types of	we need to warm	Singing as part	Singing as part	lead vocal,	• To choose a
	ounds with their	up our voices.	of an ensemble	of an ensemble	backing vocals or	song and be able
	oices –	up our voices.	or large group is	or large group is	rapping	to talk about:
	ou can rap or	Skills:	fun, but that you	fun, but that you	• To know what	• Its main
1 -	ay words in	SKIII SI	must	must	the song is about	features
	hythm.	• Learn about	listen to each	listen to each	and the meaning	• Singing in
	Learn to start	voices singing	other	other	of the lyrics	unison, the solo,
	nd stop singing	notes of different	• To know why	• Texture: How a	• To know and	lead vocal,
	when following a	pitches (high and	you must warm	solo singer	explain the	backing vocals or
	eader.	low).	up your voice	makes a thinner	importance of	rapping
'`	caaci.	• Learn that they	ap your voice	texture than a	warming up your	• To know what
		can make	Skills:	large group	voice.	the song is about
		different types of	JKIII3.	• To know why	voice.	and the meaning
		sounds with their	• To sing in	you must warm	Skills:	of the lyrics
		voices –	unison and in	up your voice		• To know and
		you can rap	simple two-parts.	ар усы: толос	• To sing in	explain the
		(spoken word	• To	Skills:	unison and to	importance of
		with rhythm).	demonstrate a		sing backing	warming up your
		• Learn to find a	good singing	• To sing in	vocals.	voice.
		comfortable	posture.	unison and in	• To enjoy	
		singing position.	To follow a	simple two-parts.	exploring singing	Skills:
		• Learn to start	leader when	• To	solo.	
		and stop singing	singing.	demonstrate a	To listen to the	To sing in
		when following a	To enjoy	good singing	group when	unison and to
		leader.	exploring singing	posture.	singing.	sing backing
			solo.	To follow a	● To	vocals.
			To sing with	leader when	demonstrate a	 To
			awareness of	singing.	good singing	demonstrate a
			being 'in tune'.	To enjoy	posture.	good singing
			• To have an	exploring singing	To follow a	posture.
			awareness of the	solo.	leader when	• To follow a
			pulse internally		singing.	leader when
			when singing.			singing.

Playing	Knowle	odgo:	Knowledge:	Knowledge:	 To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group 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: 	 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:
Instruments	Kilowi	cuge.	Milowieuge.	Miowicuge.	Kilowicuge.	Miowicuge.	Kilowicuge.
instruments	•Learn names notes i	of the	• Learn the names of the notes in their	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:
	instrun	•	instrumental part	● The	● The	Different ways	Different ways
		•	from memory	instruments used	instruments used	of writing music	of writing music
		en written	or when written	in class (a	in class (a	down – e.g. staff	down – e.g. staff
	down.		down.	glockenspiel, a	glockenspiel,	notation,	notation,
	●Learn		• Know the	recorder)	recorder or	symbols	symbols
	names		names of	Skills:	xylophone). ● Other	• The notes C, D,	• The notes C, D,
		,	untuned	SKIIIS:		E, F, G, A, B + C on the treble	E, F, G, A, B + C on the treble
	are pla	-	percussion instruments	• To treat	instruments they might play or be	stave	stave
	Skills:		played in class.	instruments	played in a band	• The	• The
	JKIII3.		piayea iii ciass.	carefully and	or orchestra	instruments they	instruments they
	●Treat		Skills:	with respect.	or by their	might play or be	might play or be
	instrun			 Play any one, 	friends.	played in a band	played in a band
	careful	lly and	• Treat	or all of four,		or orchestra or	or orchestra
	with re	•	instruments	differentiated	Skills:	by their friends.	or by their
	●Play a	a tuned	carefully and	parts on a tuned			friends
	instrun	nental part	with respect.	instrument –	To treat	Skills:	
	with th	ne song	• Learn to play a	a one-note,	instruments		Skills:
	they pe	erform.	tuned	simple or	carefully and	Play a musical	
			instrumental part	medium part or	with respect.	instrument with	Play a musical
		•	that matches	the melody of	Play any one,	the correct	instrument with
	that m		their musical	the song) from	or all four,	technique within	the correct
	their m		challenge, using	memory or using	differentiated	the context	technique within
			one of the	notation.		of the Unit song.	the

	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.	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 rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	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.	● 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. ● To lead a rehearsal session.	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. To lead a rehearsal session.
Composing	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	Composing is like writing a story with music. Everyone can compose. Skills:	 Composing is like writing a story with music. Everyone can compose. Skills:	To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's	To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's	To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's	To know and be able to talk about: • A composition: music that is created by you and kept in some way.

	Help to create a	Help create	like writing a	like writing a	like writing a	It's like writing a
	simple melody	three simple	story. It can be	story. It can be	story. It can be	story. It can be
	using one, two or	melodies with	played or	played or	played or	played or
	three notes.	the Units using	performed again	performed again	performed again	performed again
		one, three or	to your	to your friends.	to your	to your
	Learn how the	five different	friends.	Different ways	friends.	friends.
	notes of the	notes.	Different ways	of recording	• A composition	• A composition
	composition can	• Learn how the	of recording	compositions	has pulse,	has pulse,
	be written down	notes of the	compositions	(letter names,	rhythm and pitch	rhythm and pitch
	and	composition can	(letter names,	symbols,	that work	that work
	changed if	be written down	symbols,	audio etc.)	together and are	together and are
	necessary.	and	audio etc.)		shaped by	shaped by
		changed if		Skills:	tempo,	tempo,
		necessary.	Skills:		dynamics,	dynamics,
				Help create at	texture and	texture and
			Help create at	least one simple	structure	structure
			least one simple	melody using	Notation:	Notation:
			melody using	one, three or all	recognise the	recognise the
			one, three or five	five	connection	connection
			different notes.	different notes.	between sound	between sound
			Plan and create	Plan and create	and symbol.	and symbol.
			a section of	a section of		
			music that can be	music that can be	Skills:	Skills:
			performed within	performed within		
			the	the	Create simple	Create simple
			context of the	context of the	melodies using	melodies using
			unit song.	unit song.	up to five	up to five
			Talk about how	Talk about how	different notes	different notes
			it was created.	it was created.	and simple	and simple
			Listen to and	Listen to and	rhythms that	rhythms that
			reflect upon the	reflect upon the	work musically	work musically
			developing	developing	with the style of	with the style of
			composition and	composition and	the Unit song.	the Unit song.
			make	make	• Explain the	• Explain the
			musical decisions	musical decisions	keynote or home	keynote or home
			about pulse,	about pulse,	note and the	note and the
			rhythm, pitch,	rhythm, pitch,	structure of the	structure of the
			dynamics and	dynamics and	melody.	melody.
			tempo.	tempo.	Listen to and	Listen to and
			'	'	reflect upon the	reflect upon the
			L	L	reneer apon the	reflect apon the

				• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	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).	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).
Improvisation	_	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
		 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! 	 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 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 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 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.

Skills:		• To know that	• To know that	• To know that	• To know that
	Skills:	using one or two	using one or two	using one or two	using one, two or
1. Clap and		notes confidently	notes confidently	notes confidently	three notes
Improvise –	1. Clap and	is better than	is better than	is better than	confidently is
Listen and clap	Improvise –	using	using	using	better than
back, then listen	Listen and clap	five	five	five	using five
and clap your	back, then listen	To know that if	 To know that if 	To know that if	To know that if
own answer	and clap your	you improvise	you improvise	you improvise	you improvise
(rhythms of	own answer	using the notes	using the notes	using the notes	using the notes
words).	(rhythms of	you are given,	you are given,	you are given,	you are given,
2. Sing, Play and	words).	you	you	you	you
Improvise – Use	2. Sing, Play and	cannot make a	cannot make a	cannot make a	cannot make a
voices and	Improvise – Use	mistake	mistake	mistake	mistake
instruments,	voices and		To know that	To know that	To know that
listen and	instruments,	Skills:	you can use	you can use	you can use
sing back, then	listen and sing		some of the riffs	some of the riffs	some of the riffs
listen and play	back, then listen	Improvise using	you have heard	you have heard	and licks you
your own answer	and play your	instruments in	in the	in the	have learnt
using one or two	own answer	the context of	Challenges in	Challenges in	in the Challenges
notes.	using one or two	the song they are	your	your	in your
3. Improvise! –	notes.	learning to	improvisations.	improvisations	improvisations
Take it in turns to	3. Improvise! –	perform. Using		To know three	To know three
improvise using	Take it in turns to	the improvisation	Skills:	well-known	well-known
one or two	improvise using	tracks provided,		improvising	improvising
notes.	one or two	children will	Improvise using	musicians.	musicians
	notes.	complete the	instruments in		
		Bronze, Silver or	the context of a	Skills:	Skills:
		Gold Challenges:	song they are		
		Bronze	learning to	Improvise using	Improvise using
		Challenge:	perform. Use the	instruments in	instruments in
		Copy Back –	improvisation	the context of a	the context of a
		Listen and sing	tracks provided	song to be	song to be
		back	and improvise	performed. Use	performed. Use
		o Play and	using the	the	the
		Improvise –	Bronze, Silver or	improvisation	improvisation
		Using	Gold Challenges.	tracks provided	tracks provided
		instruments,	Bronze	and improvise	and improvise
		listen and play	Challenge:	using the Bronze,	using the Bronze,
		your	Copy Back –	Silver or Gold	Silver or Gold
			Listen and sing	Challenges.	Challenges.

		own answer	back melodic	1. Play and Copy	1. Play and Copy
		using one note.	patterns	Back	Back
		o Improvise! –	Play and	o Bronze – Copy	o Bronze – Copy
		Take it in turns to	Improvise –	back using	back using
		improvise using	Using	instruments. Use	instruments. Use
		one note.	instruments,	one note.	one note.
		Silver	listen and play	o Silver – Copy	o Silver – Copy
		Challenge:	your	back using	back using
		Sing, Play and	own answer	instruments. Use	instruments. Use
		Copy Back –	using one note.	the two notes.	the two notes.
		Listen and copy	o Improvise! –	○ Gold – Copy	○ Gold – Copy
		back using	Take it in turns to	back using	back using
		instruments,	improvise using	instruments. Use	instruments. Use
		using two	one note.	the three notes.	the three notes.
		different notes.	• Silver	2. Play and	2. Play and
		o Play and	Challenge:	Improvise You	Improvise You
		Improvise –	o Sing, Play and	will be using up	will be using up
		Using your	Copy Back –	to three notes:	to three notes:
		instruments,	Listen and copy	o Bronze –	o Bronze –
		listen and play	back using	Question and	Question and
		your own answer	instruments,	Answer using	Answer using
		using one or two	using two	instruments. Use	instruments. Use
		notes.	different notes.	one	one
		o Improvise! –	o Play and	note in your	note in your
		Take it in turns to	Improvise –	answer.	answer.
		improvise using	Using your	o Silver –	o Silver –
		one or two	instruments,	Question and	Question and
		notes.	listen and play	Answer using	Answer using
		Gold	your own answer	instruments. Use	instruments. Use
		Challenge:	using one or two	two	two
		Sing, Play and	notes.	notes in your	notes in your
		Copy Back –	o Improvise! –	answer. Always	answer. Always
		Listen and copy	Take it in turns to	start on a G.	start on a G.
		back using	improvise using	o Gold –	o Gold –
		instruments, two	one or two	Question and	Question and
		different notes.	notes.	Answer using	Answer using
		o Play and	• Gold	instruments. Use	instruments. Use
		Improvise –	Challenge:	three	three
		Using your	Sing, Play and		
			Copy Back –		

			instruments,	Listen and copy	notes in your	notes in your
			listen and play	back using	answer. Always	answer. Always
			your own answer	instruments, two	start on a G.	start on a G.
			using two	different notes.	3. Improvisation!	3. Improvisation!
			different notes.	O Play and	You will be using	You will be using
			o Improvise! –	Improvise –	up to three	up to three
			Take it in turns to	Using your	notes. The notes	notes. The notes
			improvise using	instruments,	will be	will be
			three different	listen and play	provided on-	provided on-
			notes.	your own answer	screen and in the	screen and in the
				using two	lesson plan:	lesson plan:
				different notes.	o Bronze –	o Bronze –
				Improvise! –	Improvise using	Improvise using
				Take it in turns to	one note.	one note.
				improvise using	o Silver –	o Silver –
				three different	Improvise using	Improvise using
				notes.	two notes.	two notes.
					o Gold –	o Gold –
					Improvise using	Improvise using
					three notes.	three notes.
					Classroom Jazz 2 – Improvise with	Classroom Jazz 2 – Improvise with
					a feeling for the	a feeling for the
					style of Bossa	style of Bossa
					Nova and	Nova and
					Swing using the	Swing using the
					notes D, E, G, A +	notes D, E, G, A +
					B (pentatonic	B (pentatonic
					scale/a five-note	scale/a five-note
					pattern)	pattern)
					patterny	partie)
Performance	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	A performance is	• A performance	To know and be	To know and be	To know and be	To know and be
	sharing music	is sharing music	able to talk	able to talk	able to talk	able to talk
	with other	with an	about:	about:	about:	about:
	people, called an	audience.	 Performing is 	Performing is	Performing is	 Performing is
	audience.	 A performance 	sharing music	sharing music	sharing music	sharing music
		can be a special	with other	with other	with other	with an audience
	Skills:	occasion and				with belief
	Skills:	occasion and				with belief

	involve a class, a	people, an	people, an	people, an	A performance
• Choose	e a song year	audience	audience	audience	doesn't have to
they hav	re learnt group or a whole	A performance	 A performance 	A performance	be a drama! It
from the	Scheme school.	doesn't have to	doesn't have to	doesn't have to	can be to one
and perf	orm it. • An audience	be a drama! It	be a drama! It	be a drama! It	person or
• They c	an add can include your	can be to one	can be to one	can be to one	to each other
their ide	as to the parents and	person or	person or	person or	Everything that
perform	ance. friends.	to each other	to each other	to each other	will be
• Record	d the	You need to	 You need to 	Everything that	performed must
perform	ance and Skills:	know and have	know and have	will be	be planned and
say how	they	planned	planned	performed must	learned
were fee	eling Choose a song	everything that	everything that	be planned and	You must sing
about it.	they have learnt	will be	will be	learned	or rap the words
	from the Scheme	performed	performed	You must sing	clearly and play
	and perform it.	 You must sing 	You must sing	or rap the words	with confidence
	They can add	or rap the words	or rap the words	clearly and play	A performance
	their ideas to the	clearly and play	clearly and play	with confidence	can be a special
	performance.	with confidence	with confidence	 A performance 	occasion and
	Record the	 A performance 	 A performance 	can be a special	involve an
	performance and	can be a special	can be a special	occasion and	audience
	say how they	occasion and	occasion and	involve an	including of
	were feeling	involve an	involve an	audience	people you don't
	about it.	audience	audience	including of	know
		including of	including of	people you don't	It is planned
		people you don't	people you don't	know	and different for
		know	know	It is planned	each occasion
		It is planned	It is planned	and different for	 A performance
		and different for	and different for	each occasion	involves
		each occasion	each occasion	 A performance 	communicating
		It involves	It involves	involves	ideas, thoughts
		communicating	communicating	communicating	and feelings
		feelings,	feelings,	ideas, thoughts	about the
		thoughts and	thoughts and	and feelings	song/music.
		ideas about the	ideas about the	about the	
		song/music	song/music	song/music	Skills:
		Skills:	Skills:	Skills:	• To choose
					what to perform
		• To choose	• To choose	• To choose	and create a
		• 10 choose	• 10 choose	• 10 choose	and cicate a

				and analtic	and made :		. T.
				and create a	and create a	and create a	• To
				programme.	programme.	programme.	communicate the
				● To	• Present a	● To	meaning of the
				communicate the	musical	communicate the	words and clearly
				meaning of the	performance	meaning of the	articulate
				words and clearly		words and clearly	them.
				articulate them.	capture the	articulate them.	 To talk about
				 To talk about 	audience.	 To talk about 	the venue and
				the best place to	● To	the venue and	how to use it to
				be when	communicate the	how to use it to	best effect.
				performing and	meaning of the	best effect.	 To record the
				how to stand	words and clearly	 To record the 	performance and
				or sit.	articulate them.	performance and	compare it to a
				 To record the 	 To talk about 	compare it to a	previous
				performance and	the best place to	previous	performance.
				say how they	be when	performance.	 To discuss and
				were feeling,	performing and	 To discuss and 	talk musically
				what they	how to stand	talk musically	about it – "What
				were pleased	or sit.	about it – "What	went well?" and
				with what they	 To record the 	went well?" and	"It
				would change	performance and	"It	would have been
				and why.	say how they	would have been	even better if?"
				,	were feeling,	even better if?"	
					what they		
					were pleased		
					with what they		
					would change		
					and why.		
Vocabulary		Pulse, rhythm, pitch,	Pulse, rhythm, pitch,	Pulse, rhythm, pitch,	Keyboard, electric	K eyboard, electric	style indicators,
Vocabulary Progression	Pulse, rhythm, pitch,	rap, improvise,	rap, improvise,	rap, improvise,	guitar, bass, drums,	guitar, bass, drums,	melody, compose,
110610331011	high sounds, low	compose, melody, bass guitar,	compose, melody, bass guitar,	compose, melody, bass guitar,	improvise, compose, melody, pulse,	improvise, compose, melody, pulse,	improvise, cover, pulse, rhythm, pitch,
	sounds, perform, unison, phrase.	drums, decks,	drums, decks,	drums, decks,	rhythm, pitch, tempo,	rhythm, pitch, tempo,	tempo,
	amoon, priidoo.	perform, singers, keyboard, percussion,	perform, singers, keyboard, percussion,	perform, singers, keyboard, percussion,	dynamics, texture, structure, compose,	dynamics, texture, structure, compose,	dynamics, timbre, texture, structure,
		trumpets,	trumpets,	trumpets,	improvise, hook, riff,	improvise, hook, riff,	dimensions of music,
		saxophones, Blues,	saxophones, Blues,	saxophones, Blues,	melody,	melody,	Neo Soul, producer,
		Baroque, Latin, Irish Folk, Funk,	Baroque, Latin, Irish Folk, Funk,	Baroque, Latin, Irish Folk, Funk,	solo, pentatonic scale, unison, rhythm	solo, pentatonic scale, unison, rhythm	groove, Motown, hook, riff,
		p ulse, rhythm, pitch,	p ulse, rhythm, pitch,	p ulse, rhythm, pitch,	patterns, musical	patterns, musical	solo, Blues, J azz,
		groove, audience, imagination.	groove, audience, imagination.	groove, audience, imagination.	style, rapping, lyrics, choreography,	style, rapping, lyrics, choreography,	improvise/ improvisation, by ear,
		agiilatioili	agiilatioili	agiilation.	digital/electronic	digital/electronic	melody, riff, solo,
					sounds, turntables,	sounds, turntables,	ostinato, phrases,
	I	l	<u> </u>	1	synthesizers, by ear,	synthesizers, by ear,	unison, Urban