

# Newton Leys Primary school – Music progression

**Technical** – Technical progression refers to the techniques musicians develop and apply, such as hand posture and hand-body movements.

**Constructive** – How music works – such as knowledge about chords, keys, systems, forms and structure.

**Expressive** - Understanding music’s provenance and its significance historically, socially, geographically and culturally, as well as its meaning and purpose.

## Knowledge of music

Pupils also need to learn about the wider aspects of music including: formal, symbolic, social and personal knowledge about music.

## Nursery

Listen with increased attention to sounds

Respond to what they have heard express thoughts and feelings

Copy a simple sounds and sound patterns

Sing the melodic shape

Create their own songs

Play instruments with increasing control to express their feelings and ideas

## Reception

Listen attentively move to and talk about music, expressing their feelings and responses

Sing in a group or on their own, increasing matching the pitch and following a melody

Explore and engage in music making and dance, perform solo or in groups

<p>Music content:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> </ul>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p>
-----------------------	---	---

	<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p>develop an understanding of the history of music.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Listen &amp; Appraise:</p>	<p><b>Declarative:</b>          To know 5 songs off by heart          To know what the songs are about          To know and recognise the sound and names of some of the instruments used.</p> <p><b>Procedural:</b>          To learn how to enjoy moving to music through dance, marching, pretending to be animals or popstars.</p>	<p><b>Declarative:</b>          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.</p> <p><b>Procedural:</b>          To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p><b>Declarative:</b>          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:          Its lyrics: what the song is about          Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)          Identify the main sections of the song (introduction, verse, chorus etc.)          Name some of the instruments they heard in the song.</p> <p><b>Procedural:</b>          To confidently identify and move to the pulse.          To think about what the words of a song mean.          To take it in turn to discuss how the song makes them feel.          Listen carefully and respectfully to other people's thoughts about the music.</p>	<p><b>Declarative:</b>          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.</p> <p><b>Procedural:</b>          To confidently identify and move to the pulse.          To talk about the musical dimensions working together in the unit songs eg. if the song gets louder in the chorus (dynamics).          Talk about the music and how it makes them feel.          Listen carefully and respectfully to other people's thoughts about the music.          When you talk try to use musical words.</p>	<p><b>Declarative:</b>          To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?          To know the style of the five songs and to name other songs from the Units in those styles.          To choose two or three other songs and be able to talk about:          Some of the style indicators of the songs (musical characteristics that give the songs their style)          The lyrics: what the songs are about          Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)          Identify the main sections of the songs (intro, verse, chorus etc.)          Name some of the instruments they heard in the songs          The historical context of the songs. What else was going on at this time?</p> <p><b>Procedural:</b>          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.          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.</p>	<p><b>Declarative:</b>          To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?          To know the style of the five songs and to name other songs from the Units in those styles.          To choose 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 and pitch)          Identify the structure of the songs (intro, verse, chorus etc.)          Name some of the instruments they heard in the songs.          The historical context of the songs. What else was going on at this time musically and historically?          Know and talk about the fact that we each have a musical identity.</p> <p><b>Procedural:</b>          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 vocabulary when talking about the songs.          To talk about the musical dimensions working together in the Unit songs.</p>
-------------------------------	--	--	---	---	--	---

						<p>Talk about the music and how it makes you feel using musical vocabulary.</p>
<p>Recognising pulse, rhythm and pitch.</p>	<p><b>Declarative:</b> 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. <b>Procedural:</b> Find the pulse in a song. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words with one and two syllables whilst marching to a steady beat. Create rhythms for others to copy. Listen and sing back. Use voice to copy back using 'la' whilst marching to a steady beat.</p>	<p><b>Declarative:</b> 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 instruments. <b>Procedural:</b> Find the pulse in a song. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words with one and two syllables whilst marching to a steady beat. Create rhythms for others to copy. Listen and sing back. Use voice to copy back using 'la' whilst marching to a steady beat.</p>	<p><b>Declarative:</b> 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. <b>Procedural:</b> Find the Pulse in a song Rhythm: a. Clap and say back rhythms b. Create your own simple rhythm patterns c. Lead the class using own simple rhythms Pitch (Using 2 Notes) a. Copy back – 'Listen and sing back' (no notation) b. Copy back with instruments, without then with notation c. Copy back with instruments, without and then with notation</p>	<p><b>Declarative:</b> Know and be able to talk about: How pulse, rhythm and pitch work together – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. <b>Procedural:</b> Find the Pulse in a song Rhythm: a. Clap and say back rhythms b. Create your own simple rhythm patterns c. Lead the class using own simple rhythms Pitch (Using 2 Notes) a. Copy back – 'Listen and sing back' (no notation)</p>	<p><b>Declarative:</b> Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. <b>Procedural:</b> 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  MA: 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 Challenge: Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes</p>	<p><b>Declarative:</b> Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. <b>Procedural:</b> 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  MA: 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 Challenge: Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes</p>

				<p>b. Copy back with instruments, without then with notation</p> <p>c. Copy back with instruments, without and then with notation.</p>		
--	--	--	--	--	--	--

Singing:	<p><b>Declarative:</b> To confidently sing or rap five songs from memory and sing them in unison</p> <p><b>Procedural:</b> 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.</p>	<p><b>Declarative:</b> 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.</p> <p><b>Procedural:</b> 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.</p>	<p><b>Declarative:</b> 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</p> <p><b>Procedural:</b> 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.</p>	<p><b>Declarative:</b> 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.</p> <p><b>Procedural:</b> 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.</p>	<p><b>Declarative:</b> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: 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</p> <p><b>Procedural:</b> 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'.</p>	<p><b>Declarative:</b> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the styles 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</p> <p><b>Procedural:</b> 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'.</p>
Playing:	<p><b>Declarative:</b> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p> <p><b>Procedural:</b> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical</p>	<p><b>Declarative:</b> 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.</p> <p><b>Procedural:</b> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical</p>	<p><b>Declarative:</b> To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p><b>Procedural:</b> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p>	<p><b>Declarative:</b> To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p><b>Procedural:</b> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a</p>	<p><b>Declarative:</b> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends</p> <p><b>Procedural:</b> Play a musical instrument with the correct technique within the context of the unit song.</p>	<p><b>Declarative:</b> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends</p> <p><b>Procedural:</b> Play a musical instrument with the correct technique within the context of the unit song.</p>

	<p>challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To rehearse and perform their part within the context of the unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform a part within the context of the unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
--	--	--	---	--	---	---

<p>Improvisation:</p>	<p><b>Declarative:</b> 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! <b>Procedural:</b> Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.</p>	<p><b>Declarative:</b> 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. <b>Procedural:</b> Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.</p>	<p><b>Declarative:</b> 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 can be better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake <b>Procedural:</b> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete differentiated challenges. Copy Back – Listen and sing back/Listen copy and play back. Play and Improvise – Using instruments, listen and play your own answer using one/one or two/two notes. Improvise! – Take it in turns to improvise using one note.</p>	<p><b>Declarative:</b> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the challenges in your improvisations <b>Procedural:</b> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete differentiated challenges. Listen and sing back melodic patterns/ Listen and copy back using instruments, using two different notes. On instruments, listen and play own answer using one/two/three notes. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p><b>Declarative:</b> 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 often better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the challenges in your improvisations To know three well-known improvising musicians <b>Procedural:</b> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete differentiated challenges. Copy back using instruments – use one/two/three notes Question and answer on instruments – use one note in answer/two notes (start on G)/three notes (start on G). Improvise using given notes – one note/two notes/three notes.</p>	<p><b>Declarative:</b> 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 often better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the challenges in your improvisations To know three well-known improvising musicians <b>Procedural:</b> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete differentiated challenges. Copy back using instruments – use one/two/three notes Question and answer on instruments – use one note in answer/two notes (start on G)/three notes (start on G). Improvise using given notes – one note/two notes/three notes.</p>
-----------------------	---	---	--	---	--	--

Composition:	<p><b>Declarative:</b> Composing is like writing a story with music. Everyone can compose.</p> <p><b>Procedural:</b> 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.</p>	<p><b>Declarative:</b> Composing is like writing a story with music. Everyone can compose.</p> <p><b>Procedural:</b> Help to create a simple melody using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p><b>Declarative:</b> 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.)</p> <p><b>Procedural:</b> 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).</p>	<p><b>Declarative:</b> 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.)</p> <p><b>Procedural:</b> 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).</p>	<p><b>Declarative:</b> 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</p> <p><b>Procedural:</b> 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).</p>	<p><b>Declarative:</b> 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</p> <p><b>Procedural:</b> 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).</p>
--------------	---	--	---	---	---	---

<p>Performance:</p>	<p><b>Declarative:</b> A performance is sharing music with other people, called an audience.</p> <p><b>Procedural:</b> Choose a song they have learnt from a unit and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p><b>Declarative:</b> 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.</p> <p><b>Procedural:</b> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p><b>Declarative:</b> 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 people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</p> <p><b>Procedural:</b> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p><b>Declarative:</b> 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</p> <p><b>Procedural:</b> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p><b>Declarative:</b> 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 It involves communicating feelings, thoughts and ideas about the song/music</p> <p><b>Procedural:</b> 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...?"</p>	<p><b>Declarative:</b> Performing is sharing music with an audience with belief. A performance doesn't have to be a drama, it can be 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 involves communicating feelings, thoughts and ideas about the song/music</p> <p><b>Procedural:</b> 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...?"</p>
---------------------	--	---	--	---	---	---

<p>Key Vocabulary:</p>	<p><b>Vocabulary Year 1</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p><b>Vocabulary Year 2</b> Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p><b>Vocabulary Year 3</b> Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p><b>Vocabulary Year 4</b> Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion.</p>	<p><b>Vocabulary Year 5</b> Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p> <p>Loop sequence notation, loops, column trigger, column switch, column combinations, electronic music, house music,</p>	<p><b>Vocabulary Year 6</b> Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p> <p>Loop sequence notation column trigger, column switch, column combinations</p> <p>Loop sequence notation, loops, column trigger, column switch, column combinations, electronic music, house music,</p>
------------------------	---	---	--	--	--	---