At Valence Primary School the intention is that all children grow into competent musicians. Through singing, playing, evaluating, analysing and composing music, children can explore a range of music including a diverse variety of musical periods, styles, traditions and musical genres. We encourage the children to use the musical language they learn through lessons to take part in discussions around a variety of music. Children are encouraged to value the importance of music in the wider community and as a way to express themselves in the experiences they take part in, in a variety of different contexts. We hope that children will leave Valence valuing music as part of their culture, history and wellbeing whilst keeping it authentic to themselves and their future.

P.R.A.I.S.E Pride Respect Achievement Independence Success Enjoyment

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6			
Key Vocabulary									
sound	pulse	keyboard	structure	improvise	bridge	style indicators			
music	rhythm	drums	introduction	compose	backbeat	melody			
song	pitch	bass	verse	appraising	amplifier	compost			
rhyme	rap	electric guitar	chorus	note values	chorus	improvise			
sing	improvise	saxophone	improvise	note names	riff	rhythm			
loud	compose	trumpet	compose	pulse	hook	pitch			
quiet	melody	pulse	pulse	rhythm	improvise	tempo			
instruments	bass guitar	rhythm	rhythm	solo	compose	dynamics			
drum	drums	pitch	pitch	ballad	appraising	timbre			
maraca	perform	improvise	tempo	verse	note values	texture			
tambourine	singers	compose	dynamics	interlude	note names	structure			
high	keyboard	question and	synthesizer	strings	pulse	dimensions of			
low	percussion	answer	hook	piano	rhythm	music			
pulse	trumpet	melody	melody	synthesizer	solo	producer			
beat	saxophones	dynamics	texture	backing loops	ballad	melody			
rhythm		tempo	organ	scratching	verse	riff solo			
melody		Reggae	backing vocals	unison	interlude	ostinato			
humming		glockenspiel	riff	melody	strings	phrases			
singing			pentatonic scale	pitch	melody	unison			

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
pitch			Disco	tempo	pitch	harmony
call-and-response				dynamics	tempo	groove
folk music				timbre	dynamics	Blues
nursery rhymes				texture	timbre	Jazz
musician				groove	texture	Motown
music				brass section	groove	Neo Soul
					riff	
					brass section	
					harmony	
					melody	
			Musicianship			
Introduction of	Use body percussion,	Use body percussion,	Know how to find and	Know and be able to	Know and be able to	Know and be able to
different genres of	instruments and	instruments and	demonstrate the	talk about:	talk about:	talk about:
music	voices.	voices.	pulse.		How pulse, rhythm,	How pulse, rhythm,
				How pulse, rhythm	pitch, tempo,	pitch, tempo,
	In the key centres of:	In the key centres of:	Know the difference	and pitch work	dynamics, texture and	dynamics, texture and
	C major, F major, G	C major, G major and	between pulse and	together	structure work	structure work
	major and A minor.	A minor.	rhythm.		together and how	together to create a
				Pulse: Finding the	they connect in a	song or music.
	Find and keep a	Find and keep a	Know how pulse,	pulse – the heartbeat	song.	
	steady beat together.	steady beat.	rhythm and pitch	of the music.		How to keep the
			work together to		How to keep the	internal pulse.
	Understand the	Copy back simple	create a song.	Rhythm: the long and	internal pulse.	
	difference between	rhythmic patterns		short patterns over		Musical Leadership:
	creating a rhythm	using long and short.	Know that every piece	the pulse.	Musical Leadership:	creating musical ideas
	pattern and a pitch		of music has a		creating musical ideas	for the group to copy
	pattern.	Copy back simple	pulse/steady beat.	Know the difference	for the group to copy	or respond to.
		melodic patterns		between pulse and	or respond to.	
	Copy back simple	using high and low.	Know the difference	rhythm		The instruments they
	rhythmic patterns		between a musical			might play or be
	using long and short.	Complete vocal warm-	question and an	Pitch: High and low		played in a band or
		ups with a copy back.	answer.	sounds that create		orchestra or by their
				melodies.		friends

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	Copy back simple	Sing short phrases				
	melodic patterns	independently.		How to keep the		
	using high and low.			internal pulse.		
	Complete vocal warm-			Musical Leadership:		
	ups with a copy back.			creating musical ideas		
				for the group to copy		
				or		
				respond to.		
		Liste	ening – Respond and Ana	alyse		
Respond to music	Move and dance with	Mark the beat of a	To know five songs	Knowledge:	Knowledge:	Knowledge:
through movement.	the music.	listening piece by	from memory and	To know five songs	To know five songs	To know five songs
E.g to express		tapping or clapping	who sang them or	from memory and	from memory, who	from memory, who
different aspects such	Find the steady beat.	and recognising	wrote them.	who sang them or	sang or wrote them,	sang or wrote them,
as pace a pitch.		tempo, as well as		wrote them.	when they	when they were
	Talk about feelings	changes in tempo.	To know the style of		were written and, if	written and why?
	created by the music.		the five songs.	To know the style of	possible, why?	
		Walk in time to the		the five songs.		To know the style of
	Recognise some band	beat of a piece of	To choose one song		To know the style of	the songs and to
	and orchestral	music.	and be able to talk	To choose one song	the five songs and to	name other songs
	instruments.		about:	and be able to talk	name other songs	from the Units in
		Identify the beat		about:	from the	those styles.
	Describe tempo as	groupings in the music	Its lyrics: what the		Units in those styles.	
	fast or slow.	you sing and listen, eg	song is about	Some of the style		To choose three or
		2-time, 3-time etc.	Any musical	indicators of that song	To choose two or	four other songs and
	Describe dynamics as		dimensions featured	(musical	three other songs and	be able to talk about:
	loud and quiet.	Move and dance with	in the song, and	characteristics that	be able to talk about:	 The style indicators
		the music confidently.	where they	give the song its	o Some of the style	of the songs (musical
	Join in sections of the		are used (texture,	style).	indicators of the songs	characteristics that
	song, eg chorus.	Talk about how the	dynamics, tempo,		(musical	give the songs their
		music makes you feel.	rhythm and pitch)	The lyrics: what the	characteristics that	style) o The lyrics:
				song is about.	give the songs their	what the songs are
					style)	about ○ Any musical

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	Begin to understand	Find different steady	Identify the main	Any musical	The lyrics: what the	dimensions featured
	where the music fits	beats.	sections of the song	dimensions featured	songs are about.	in the songs and
	in the world.	Describe tempo as	(introduction, verse,	in the song and where		where they are used
		fast or slow.	chorus etc.)	they are used	Any musical	(texture, dynamics,
	Begin to understand		Name some of the	(texture, dynamics,	dimensions featured	tempo, rhythm, pitch
	about different styles	Describe dynamics as	instruments they	tempo, rhythm and	in the songs and	and timbre).
	of music.	loud or quiet.	heard in the song.	pitch).	where they	
					are used (texture,	Identify the structure
		Join in sections of the	To confidently	Identify the main	dynamics, tempo,	of the songs (intro,
		song, eg call and	identify and move to	sections of the song	rhythm and pitch).	verse, chorus etc.).
		response.	the pulse.	(introduction, verse,		
				chorus etc).	Identify the main	Name some of the
		Start to talk about the	To think about what		sections of the songs	instruments used in
		style of a piece of	the words of a song	Name some of the	(intro, verse, chorus	the songs.
		music.	mean.	instruments they	etc.).	
				heard in the song.		The historical context
		Recognise some band	To take it in turn to		Name some of the	of the songs. What
		and orchestral	discuss how the song	Skills:	instruments they	else was going on at
		instruments.	makes them feel.	To confidently identify	heard in the songs.	this time, musically
				and move to the		and historically?
		Start to talk about	Listen carefully and	pulse.	The historical context	
		where music might fit	respectfully to other		of the songs. What	Know and talk about
		into the world.	people's thoughts	To talk about the	else was going on at	that fact that we each
			about the	musical dimensions	this time?	have a musical
			music.	working together in		identity.
				the Unit songs eg if		CI III.
				the song gets louder	CI III.	Skills:
				in the chorus	Skills Table 115	To identify and move
				(dynamics).	To identify and move	to the pulse with ease.
				Tall, also, at the survey's	to the pulse with	To think about the
				Talk about the music	ease.	message of songs.
				and how it makes	Ta think about the	To compare two songs
				them feel.	To think about the	in the same style,
					message of songs.	talking about what

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
EYFS	Year 1	Year 2	Year3	Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	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	year 6 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.
					and how it makes you feel.	
			Singing		ieei.	
Sing a range of well	Sing ran rhymo	Sing as part of a choir	Knowledge:	Knowledge:	Knowledge:	Knowledge:
Sing a range of well- known nursery	Sing, rap, rhyme, chant and use spoken	Sing as part of a choir.	To know and be able	To know and be able	To know and	To know and
rhymes and songs.	word.	Demonstrate good	to talk about:	to talk about:	confidently sing five	confidently sing five
mymes and songs.	word.	singing posture.	to talk about.	to talk about.	songs and their parts	songs and their parts

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
Learning and singing	Demonstrate good		Singing in a group can	Singing in a group can	from memory, and to	from memory, and to
nursery rhymes (to	singing posture.	Sing songs from	be called a choir.	be called a choir.	sing them with a	sing them with a
develop an		memory and/or from			strong internal pulse.	strong internal pulse.
understanding of	Sing songs from	notation.	Leader or conductor:	Leader or conductor:		
timing, rhyme and	memory.		A person who the	A person who the	To choose a song and	To know about the
repetition)		Sing to communicate	choir or group follow.	choir or group follow.	be able to talk about:	style of the songs so
Counting and	Copy back intervals of	the meaning of the		Songs can make you	Its main features.	you can represent the
alphabet songs linking	an octave and fifth	words.	Songs can make you	feel different things		feeling and context to
to other ELGs	(high, low).		feel different things	e.g. happy, energetic	Singing in unison, the	your audience.
		Sing in unison and	e.g. happy, energetic	or sad.	solo, lead vocal,	
	Sing in unison.	sometimes in parts,	or sad		backing vocals or	To choose a song and
		and with more		Singing as part of an	rapping.	be able to talk about:
		pitching accuracy.	Singing as part of an	ensemble or large		o Its main features o
			ensemble or large	group is fun, but that	To know what the	Singing in unison, the
		Understand and	group is fun, but that	you must listen to	song is about and the	solo, lead vocal,
		follow the leader or	you must listen to	each other.	meaning of the lyrics.	backing vocals or
		conductor.	each other.			rapping ○ To know
				Texture: How a solo	To know and explain	what the song is
		Add actions to a song.	To know why you	singer makes a	the importance of	about and the
			must warm up your	thinner texture than a	warming up your	meaning of the lyrics
		Move confidently to a	voice.	large group	voice.	o To know and explain
		steady beat.				the importance of
			Skills:	To know why you	Skills:	warming up your
		Talk about feelings	To sing in unison and	must warm up your	To sing in unison and	voice.
		created by the	in simple two-parts.	voice.	to sing backing vocals.	
		music/song.			To enjoy exploring	Skills:
			To demonstrate a	Skills:	singing solo.	To sing in unison and
		Recognise some band	good singing posture.	To confidently identify		to sing backing vocals.
		and orchestral		and move to the	To listen to the group	
		instruments.	To follow a leader	pulse.	when singing.	To demonstrate a
			when singing.		To demonstrate a	good singing posture.
		Describe tempo as		To talk about the	good singing posture.	
		fast or slow.	To enjoy exploring	musical dimensions		To follow a leader
			singing solo.	working		when singing.

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
		Join in sections of the		together in the Unit	To follow a leader	To experience rapping
		song, eg chorus.	To sing with	songs eg if the song	when singing.	and solo singing.
			awareness of being 'in	gets louder in the	To experience rapping	
		Begin to understand	tune'.	chorus (dynamics).	and solo singing.	To listen to each other
		where the music fits				and be aware of how
		in the world.	To have an awareness	Talk about the music	To listen to each other	you fit into the group.
			of the pulse internally	and how it makes	and be aware of how	
		Begin to talk about	when singing.	them feel.	you fit into the group.	To sing with
		and understand the			To sing with	awareness of being 'in
		style of the music.		Listen carefully and	awareness of being 'in	tune'.
				respectfully to other	tune	
		Know the meaning of		people's thoughts		
		dynamics (loud/quiet)		about the music.		
		and tempo				
		(fast/slow), and be		When you talk try to		
		able to demonstrate		use musical words.		
		these when singing by				
		responding to (a) the				
		leader's directions and				
		(b) visual symbols (eg				
		crescendo,				
		decrescendo, pause).				
			Notation			
Explore ways of	Explore ways of	Explore ways of	Record the		To know and be able	To know and be able
representing high and	representing high and	representing high and	composition in any		to talk about:	to talk about:
low sounds, and long	low sounds, and long	low sounds, and long	way appropriate that		Different ways of	Different ways of
and short sounds,	and short sounds,	and short sounds,	recognises the		writing music down –	writing music down –
using symbols and any	using symbols and any	using symbols and	connection between		e.g. staff notation,	e.g. staff notation,
appropriate means of	appropriate means of	any appropriate	sound and symbol		symbols.	symbols.
notation.	notation.	means of notation.	(e.g. graphic/pictorial			
			notation).		The notes C, D, E, F, G,	The notes C, D, E, F, G,
		Explore standard			A, B + C on the treble	A, B + C on the treble
		notation, using			stave.	stave.

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
		crotchets, quavers,				
		minims and			Notation: recognise	Notation: recognise
		semibreves, and			the connection	the connection
		simple			between sound and	between sound and
		combinations of:			symbol.	symbol.
		C, D, E, F, G, A, B				
		G, A, B, C, D, E, F♯				Record the
		F, G, A, Bb, C, D, E			Record the	composition in any
		A, B, C, D, E.			composition in any	way appropriate that
					way appropriate that	recognises the
		Identify hand signals			recognises the	connection between
		as notation, and			connection between	sound and symbol
		recognise music			sound and symbol	(e.g. graphic/pictorial
		notation on a stave of			(e.g. graphic/pictorial	notation).
		five lines.			notation).	
			Playing instruments			
Musical instruments –	Rehearse and learn to	Rehearse and learn to	Knowledge:	Knowledge:	Knowledge:	Skills:
to develop beat, pace,	play a simple melodic	play a simple melodic	To be able to talk	To know and be able	The instruments they	
speed, volume	instrumental part by	instrumental part by	about the instruments	to talk about:	might play or be	Play a musical
	ear or from simple	ear or from notation,	used on class.		played in a band or	instrument with the
	notation, in C	in C major,		The instruments used	orchestra or by their	correct technique
	major, F major, D	F major and G major.	Skills:	in class (a	friends.	within the context of
	major and D minor.		To treat instruments	glockenspiel, recorder		the Unit song.
			carefully and with	or xylophone).	Skills:	
			respect.		Play a musical	Select and learn an
				Other instruments	instrument with the	instrumental part that
			Play any one, or all of	they might play or be	correct technique	matches their musical
			four, differentiated	played in a band or	within the context of	challenge, using one
			parts on a tuned	orchestra or by their	the Unit song.	of the differentiated
			instrument – a one-	friends.		parts – a one-note,
			note, simple or		Select and learn an	simple or medium
			medium part or the	Skills:	instrumental part that	part or the melody of
			melody of the song)		matches their musical	the song from

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
			from memory or using	To treat instruments	challenge, using one	memory or using
			notation.	carefully and with	of the differentiated	notation.
				respect.	parts – a one-note,	
			To rehearse and		simple or medium	To rehearse and
			perform their part	Play any one, or all	part or the melody of	perform their part
			within the context of	four, differentiated	the song from	within the context of
			the Unit song.	parts on a tuned	memory or using	the Unit song.
			To liston to and follow	instrument – a one-	notation.	To liston to and follow
			To listen to and follow musical instructions	note, simple or medium part or the	To rehearse and	To listen to and follow musical instructions
			from a leader.	melody of the song	perform their part	from a leader.
			iroin a leader.	from memory or using	within the context of	iroiri a leader.
				notation.	the Unit song.	To lead a rehearsal
				- Hotationi	the ome song.	session.
				To rehearse and	To listen to and follow	
				perform their part	musical instructions	
				within the context of	from a leader.	
				the Unit song.		
					To lead a rehearsal	
				To listen to and follow	session.	
				musical instructions		
				from a leader.		
				To experience leading		
				the playing by making		
				sure everyone plays in		
				the playing section of		
				the song.		
			Improvising		'	
Experiment with,	Explore improvisation	Explore improvisation	To know and be able	To know and be able	To know and be able	To know and be able
create, select and	within a major and	within a major scale	to talk about	to talk about	to talk about	to talk about
combine sounds using	minor scale using the	using the notes:	improvisation:	improvisation:	improvisation:	improvisation:
	notes:	C, D, E				

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
the inter-related	C, D, E	C, G, A	Improvisation is	Improvisation is	Improvisation is	Improvisation is
dimensions of music.	D, E, A	G, A, B	making up your own	making up your own	making up your own	making up your own
	F, G, A	F, G, A	tunes on the spot.	tunes on the spot.	tunes on the spot.	tunes on the spot.
	D, F, G					
		Work with a partner	When someone	When someone	When someone	When someone
	Improvise simple	and in the class to	improvises, they make	improvises, they make	improvises, they make	improvises, they make
	vocal patterns using	improvise simple	up their own tune	up their own tune that	up their own tune	up their own tune that
	'Question and Answer'	'Question and Answer'	that has never been	has never been heard	that has never been	has never been heard
	phrases.	phrases, to be sung	heard before. It is not	before. It is not	heard before. It is not	before. It is not
		and played on	written down and	written down and	written down and	written down and
	Understand the	untuned percussion,	belongs to them.	belongs to them.	belongs to them.	belongs to them.
	difference between	creating a musical				
	creating a rhythm	conversation.	To know that using	To know that using	To know that using	To know that using
	pattern and a pitch		one or two notes	one or two notes	one or two notes	one, two or three
	pattern		confidently is better	confidently is better	confidently is better	notes confidently is
			than using five.	than using five.	than using five.	better than using five.
			To know that if you	To know that if you	To know that if you	To know that if you
			improvise using the	improvise using the	improvise using the	improvise using the
			notes you are given,	notes you are given,	notes you are given,	notes you are given,
			you cannot make a	you	you cannot make a	you cannot make a
			mistake.	cannot make a	mistake.	mistake.
				mistake.		
					To know that you can	To know that you can
				To know that you can	use some of the riffs	use some of the riffs
				use some of the riffs	you have heard in the	and licks you have
				you have heard in the	Challenges in your	learnt in the
				Challenges in your	improvisations.	Challenges in your
				improvisations.		improvisations.
					To know three well-	
					known improvising	To know three well-
					musicians	known improvising
						musicians

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6			
Composing									
Experiment with,	Explore and create	Explore and create	Knowledge:	Knowledge:	Knowledge:	Knowledge:			
create, select and	graphic scores:	graphic scores:	To know and be able	To know and be able	To know and be able	To know and be able			
combine sounds using	Create musical sound	Create musical sound	to talk about:	to talk about:	to talk about:	to talk about:			
the inter-related	effects and short	effects and short	A composition: music	A composition: music	A composition: music	A composition: music			
dimensions of music.	sequences of sounds	sequences of sounds	that is created by you	that is created by you	that is created by you	that is created by you			
	in response to music	in response to music	and kept in some way.	and kept in some way.	and kept in some way.	and kept in some way.			
	and video	and video	lt's	It's	It's like writing a story.	It's like writing a story.			
	stimulus.	stimulus.	like writing a story. It	like writing a story. It	It can be played or	It can be played or			
			can be played or	can be played or	performed again to	performed again to			
	Create a story,	Use graphic symbols,	performed again to	performed again to	your friends.	your friends.			
	choosing and playing	dot notation and stick	your	your friends. Different	A composition has				
	classroom	notation, as	friends.	ways of recording	pulse, rhythm and	A composition has			
	instruments and/or	appropriate, to keep a		compositions (letter	pitch that work	pulse, rhythm and			
	soundmakers.	record of	Different ways of	names, symbols,	together and are	pitch that work			
		composed pieces.	recording	audio etc.)	shaped by tempo,	together and are			
	Recognise how		compositions (letter		dynamics, texture and	shaped by tempo,			
	graphic notation can	Create a story,	names, symbols,	Skills:	structure.	dynamics, texture and			
	represent created	choosing and playing	audio etc.	Help create at least		structure.			
	sounds.	classroom		one simple melody	Skills:				
		instruments.	Skills:	using one, three or all	Create simple	Skills:			
	Explore and invent		Help create at least	five	melodies using up to	Create simple			
	your	Create and perform	one simple melody	different notes.	five different notes	melodies using up to			
	own symbols.	your own rhythm	using one, three or		and simple rhythms	five different notes			
		patterns with stick	five different notes.	Plan and create a	that work musically	and simple rhythms			
	Use music technology,	notation, including		section of music that	with the style of the	that work musically			
	if available, to	crotchets, quavers	Plan and create a	can be performed	Unit song.	with the style of the			
	capture, change and	and minims.	section of music that	within the		Unit song.			
	combine sounds		can be performed	context of the unit	Explain the keynote or				
		Use music technology,	within the	song.	home note and the	Explain the keynote or			
		if available, to	context of the unit	Talk about how it was	structure of the	home note and the			
		capture, change and	song.	created.	melody.	structure of the			
		combine sounds.				melody.			

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
			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.	Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
			Performing			
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share.	Knowledge: 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.	Knowledge: 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.	Knowledge: 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.	Knowledge: 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

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
		Talk about the		You must sing or rap	A performance can be	involve an audience
		difference between	A performance can be	the words clearly and	a special occasion and	including of people
		rehearsing a song and	a special occasion and	play with confidence.	involve an audience	you don't know.
		performing it.	involve an audience	A performance can be	including of people	It is planned and
			including of people	a special occasion and	you don't know.	different for each
			you don't know.	involve an audience	It is planned and	occasion.
				including people you	different for each	
			It is planned and	don't know.	occasion.	A performance
			different for each			involves
			occasion.	It is planned and	A performance	communicating ideas,
				different for each	involves	thoughts and feelings
			It involves	occasion.	communicating ideas,	about the song/music.
			communicating		thoughts and feelings	
			feelings, thoughts and	It involves	about the song/music.	Skills:
			ideas about the	communicating		 To choose what to
			song/music.	feelings, thoughts and	Skills:	perform and create a
				ideas about the	To choose what to	programme. ● To
			<u>Skills</u> :	song/music.	perform and create a	communicate the
			To choose what to		programme.	meaning of the words
			perform and create a	<u>Skills:</u>	To communicate the	and clearly articulate
			programme.	To choose what to	meaning of the words	them. ● To talk about
				perform and create a	and clearly articulate	the venue and how to
			To communicate the	programme.	them.	use it to best effect.
			meaning of the words			
			and clearly articulate	Present a musical	To talk about the	To record the
			them.	performance designed	venue and how to use	performance and
				to capture the	it to best effect.	compare it to a
			To talk about the best	audience.		previous
			place to be when		To record the	performance.
			performing and how	To communicate the	performance and	
			to stand	meaning of the words	compare it to a	To discuss and talk
			or sit.	and clearly articulate	previous	musically about it –
				them.	performance.	"What went well?"
						and "It would have

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
ETFS	Year 1	Year 2	To record the performance and say how they were feeling, what they were pleased with what they would change and why.	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.	To discuss and talk musically about it – "What went well?" and "It would have been even better if?	been even better if?"