



Bearwood Primary and Nursery School

Music Progression of Knowledge

'Learning, Enjoying and Succeeding Together'

LEARNING, ENJOYING,
& SUCCEEDING
TOGETHER!

<p>Music Context: National Curriculum Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>		<p>National Curriculum KS1: *Use their voices expressively and creatively by singing songs and speaking chants and rhymes. *Play tuned and untuned instruments musically. *Listen with concentration and understanding to a range of high-quality live and recorded music. *Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>National Curriculum KS2: *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. *Improvise and compose music for a range of purposes using the inter-related dimensions of music. *Listen with attention to detail and recall sounds with increasing aural memory. *Use and understand staff and other musical notations. *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. *Develop an understanding of the history of music.</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship - Understanding Music	Explore and engage in music making.	Teacher led/whole class: Use body percussion, instruments and voices	Teacher led/whole class: With increasing confidence and accuracy, use body percussion, instruments and voices	Student led: Use body percussion, instruments and voices with increasing complexity.	Student led: Use body percussion, instruments and voices with increasing complexity, accuracy e.g. able to use body percussion and voice together.	Student led: Use body percussion, instruments and voices with increasing confidence e.g. able to use body percussion and voice together and in parts.	Student led: Use body percussion, instruments and voices with increasing confidence e.g. able to use instruments and voice together and in parts.
	Plays a given instrument to a given beat.	Find and keep a steady beat together. Teacher led: Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.	Independently, Find and keep a steady beat. Teacher led/whole class: Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.	With support, In the time signatures of: 2/4, 3/4 and 4/4. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple	Independently, In the time signatures of: 2/4, 3/4 and 4/4. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.	Independently, In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers,	Independently, In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their

			Sing short phrases independently.	melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C	Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G	semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, B b, C, D, E G, A, B, C, D, E, F#	rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G
Listening	To listen attentively, move to and talk about music, expressing feelings and responses. Understand emotion through music and identify if music is 'happy', 'scary' or 'sad'.	Move and dance with the music and Talk about feelings created by the music. Recognise some band and orchestral instruments. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.	Move and dance with the music confidently. Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. Talk about how the music makes you feel. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.	Share your thoughts and feelings about the music together and start to find the beat or groove of the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music Walk, move or clap a steady beat with others, changing the speed of the beat as	Talk about the words of a song and think about why the song or piece of music was written. Find and demonstrate the steady beat. Recognise the style of music you are listening to. Discuss the structures of songs. Explain what a main theme is and identify when it is repeated. Know and understand what a musical introduction is and its purpose. Recognise different styles and their features.	Talk about feelings created by the music and start to justify a personal opinion with reference to Musical Elements. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Recognise different styles and their features. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose. Explain rapping.	Talk about feelings created by the music and Justify a personal opinion with reference to Musical Elements. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and recognise different styles and their features.
		Find the steady beat.	Walk in time to the beat of a piece of music and identify the		Identify 2/4, 3/4, and 4/4 metre.	Identify 2/4, 3/4, 6/8 and 5/4 metre.	Identify 2/4, 4/4, 3/4, 6/8 and 5/4.

			<p>beat groupings in the music you sing and listen.</p> <p>Describe tempo as fast or slow. Describe dynamics as loud or quiet.</p> <p>In a group, join in sections of the song, eg call and response.</p>	<p>the tempo of the music changes. Invent different actions to move in time with the music.</p> <p>With support, Identify the tempo as fast, slow or steady.</p> <p>Independently, join in sections of the song, eg call and response.</p>	<p>Independently, Identify the tempo as fast, slow or steady.</p> <p>With support, recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato.</p>	<p>Explain a bridge passage and its position in a song.</p> <p>Independently, recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato.</p>	<p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p>
Singing	<p>Sing in groups or independently, increasingly matching the pitch and following the melody.</p>	<p>In groups, sing, rap, rhyme, chant and use spoken word. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.</p>	<p>Sing as part of a choir. Sing songs from memory and/or from notation. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Join in sections of the song, eg chorus.</p>	<p>Sing as part of a choir and sing a widening range of unison songs, of varying styles and structures. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice. Sing in unison.</p>	<p>Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato</p>	<p>Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song and develop confidence as a soloist. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Respond to a leader or conductor</p>	<p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and</p>

		<p>Teach led: Demonstrate good singing posture.</p>	<p>With support: Demonstrate good singing posture.</p> <p>Add actions to a song and move confidently to a steady beat.</p> <p>Start to talk about feelings created by the music/song. Recognise some band and orchestral instruments. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Teacher led: Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>	<p>Independently, demonstrate good singing posture.</p> <p>Perform actions confidently and in time to a range of action songs. Teacher led: Talk about feelings created by the music/song. Recognise some band and orchestral instruments. Understand where the music fits in the world and talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>	<p>and legato.</p> <p>Independently, demonstrate good singing posture.</p> <p>Independently, talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>Start to demonstrate and maintain good posture and breath control whilst singing.</p> <p>Independently, talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world.</p>	<p>6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Sing expressively, with attention to breathing and phrasing, dynamics and articulation. Lead a singing rehearsal. Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>
Notation	Beginning to write own compositions using symbols, pictures or patterns.	<p>Teacher led: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore</p>	<p>Teacher led/whole class Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Teacher led: Explore</p>	<p>Student led: explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Teacher led: Explore</p>	<p>Student led: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Independently,</p>	<p>Student led: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Independently,</p>	<p>Student led: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Independently,</p>

		<p>standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p>	<p>standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, B b , C, D, E A, B, C, D, E</p>	<p>standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b , C G, A, B, C, D, E E, F#, G#, A, B Read and respond to semibreves, minims, crotchets and paired quavers.</p>	<p>explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b , C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p>	<p>explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b , C, D, E G, A, B, C, D, E, F# C, G, A b , B b G, G#, A, B b , C D, E, F, G, A, B, C E b , F, G, A b , B b , C, D b</p>	<p>explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b , C, D, E F, G, A b , B b , C, D, E b G, A, B b , C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# E b , F, G, A b , B b , C, D</p>
			<p>Identify hand signals as notation, and recognise music notation on a stave of five lines.</p>	<p>Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave. Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Identify: • Stave • Treble clef • Time signature. Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves,</p>	<p>Identify: • Stave • Treble clef • Time signature. Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>With confidence, Read and perform pitch</p>

						minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (eg C–C'/do–do).	notation within an octave (eg C–C'/do–do).
Playing Instruments	Selects on instruments and plays them in time to music. Knows how to use a wide variety of instruments.	Teacher led: Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Teacher led/in groups: Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	In groups: Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	In groups: Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	Independently, rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E ♭ major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	Independently, rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E ♭ major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
Creating: Improvising	Can change the tempo and dynamics while playing.	Teacher led: Explore improvisation within a major and minor scale	Teacher led: Explore improvisation within a major scale using the	Student led: Explore improvisation within a major scale using the	Student led: Explore improvisation within a major scale using the	Explore improvisation within a major scale, using the notes:	Explore improvisation within a major scale, using the notes:

		<p>using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Teacher led: Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual /instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>	<p>notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>	<p>C, D, E b , F, G C, D, E, F, G C, D, E, G, A F, G, A, B b , C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>C, D, E, F, G G, A, B b , C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>
Creating: Composing	Beginning to write own compositions using symbols, pictures or patterns. Selects own instruments and plays	Teacher led: Create musical sound effects and short sequences of sounds in response to music and video stimulus.	Teacher led/in groups: Create musical sound effects and short sequences of sounds in response to music and video stimulus.	Student led: Create music and/or sound effects in response to music and video stimulus.	Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range	Independently, Create music in response to music and video stimulus.	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic

	<p>them in time to music.</p>	<p>Teacher led: Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</p> <p>Use simple notation if appropriate:</p>	<p>Student led: Create a story, choosing and playing classroom instruments.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p>	<p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Teacher led: Compose over a simple chord progression and over a simple groove. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p>	<p>of five pitches, suitable for the instruments being learnt. Continue to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Student led: Compose over a simple chord progression and over a groove. Create music in response to music and video stimulus. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p>	<p>Independently, start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p>	<p>variety and interest</p> <p>Student led: Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality. Use full scales in different</p>
		<p>Create a simple melody using crotchets and minims.</p>	<p>Create a simple melody using crotchets and minims:</p>	<p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p>	<p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality. Use full scales in different</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality. Use full scales in different</p>

						keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments	keys.
Performing	<p>Start to enjoy and have fun performing. Choose a song/songs to perform. Perform solo or in groups. Perform basic actions.</p> <p>To watch and talk about performance art, expressing feelings and responses.</p>	<p>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.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it.</p> <p>Perform a range of repertoire pieces and arrangements</p>

			<p>passages to be practised and included in the performance.</p>	<p>passages within the rehearsal and in the performance.</p>	<p>rehearsal and performance. Use the structure of the song to communicate its mood and meaning in the performance. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>instruments, to form mixed ensembles, including a school orchestra. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.</p>	<p>combining acoustic instruments, to form mixed ensembles, including a school orchestra. Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>
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