

# Music Curriculum: Progression Ladder (Listening)

## Key Stage 1: National Curriculum aims:

- Listen with concentration and understanding to a range of high-quality live and recorded music.

## Key Stage 2: National Curriculum aims:

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Key Stage 1  
'Curriculum A'

Key Stage 1  
'Curriculum B'

Year 3

Year 4

Year 5

Year 6

## Music

## Listening

### Knowledge

- Know that pulse is a steady beat like a ticking clock or heart-beat.
- Know what pitch is and know a narrow range of pitch changes.
- Know what tempo means and how it effects music.
- Know that we count beats per minute.
- Understand how rhythm and pulse are different.
- Understand what rhythm means
- Understand what pitch means.
- Know that instruments can be tuned or untuned.
- Know, recognise and name some of the instruments that they hear.
- Know what tempo, pitch and dynamic is.
- Know the meaning timbre.

### Skills

- Identify when a tempo, pitch or dynamic has changed.
- Respond appropriately by moving to music by marching, dancing or being popstars.
- Understand the different types of sounds that they can, describing the differences between two pieces of music.
- Identify high and low pitched sounds in the environment.
- Describe the character, story or mood of the music.
- Share a basic opinion of a piece of music.
- Recognise when the pitch has changed in a narrow range of notes.
- Recognise when tempo has changed in a piece of music.

### Knowledge

- Know what pitch is with a broader range of notes.
- Know the difference between rhythm and pulse.
- Know what tempo means and means how it effects music.
- Know the meaning of dynamic.
- Know simple musical vocabulary including words like, smooth, calm, energetic.
- Know that some music has a specific job e.g. lullaby.
- Know that songs have a musical style.
- Know that some songs have a chorus or a response/answer part.
- Know that the song being listened to can be sharing a story, idea or theme.

### Skills

- Count in bars alongside the music they are listening to.
- Identify structural features in music that they listen – e.g. timbre, sounds, instruments.
- Identify the rhythm and pulse in songs being listened to.
- Identify the story and idea that a song is portraying.
- Recognise confidently when pitch and tempo change in a wider range of musical pieces.
- Recognise confidently when some dynamics are changing.

### Knowledge

- Start to name the genres, styles and traditions of music from different cultures and time periods.
- Further develop knowledge of the difference between rhythm and pulse.
- Know what forte and piano mean.
- Know that different instruments have different ranges of pitch. (introduction to prepare pupils for science sound unit in year 4)
- Know 5 songs from memory, who sang them and wrote them.
- Know at least 5 songs and name the style they are written in.
- Know the term beat.
- Know the stylistic indicators for certain styles of music e.g. what makes a lullaby or child's song.
- Know what metre means in terms of the song being listened.
- Name some of the instruments that they have hear in a song.

### Skills

- Begin to listen to and evaluate songs from other cultures and time periods.
- Listen carefully to and be respectful of others thoughts and opinions about music.
- Take it in turns to discuss how a song makes them feel.
- Identify and describe the timbre, dynamic and textural details of a piece of music both verbally and through movement.
- Respond to music through the use of precise movements.
- Identify the metre within the song e.g. 2 3 or 4.
- Recognise how dynamics such as forte and piano have been used in a piece of music and recognise when it changes.
- Confidently recognise and maintain timing with the beat.

### Knowledge

- Know the main sections of a song (introduction, verse and chorus).
- Know that rhythm can be identified in all music and it is in different aspects of it. e.g. melody.
- Know what a time signature is.
- Know what the pentatonic scale is.
- Know what the terms crescendo and decrescendo.
- Know legato and staccato.
- Know what harmony means and when it is used.
- Know a wider range of songs.
- Know the similarities and differences between different pieces of music from varying genres, time periods and cultures.
- Know what a motif is.
- Know what tempo, rhythm, dynamics, texture and pitch are.

### Skills

- Confidently talk about the elements in songs being listened to, including rhythm, texture, dynamics, tempo, pitch.
- Identify the verse, introduction and chorus of a song.
- When talking about music, use musical vocabulary.
- Identify the common features between different pieces of music from varying time periods, cultures and genres.
- Name the instruments heard in the piece of work.
- Discuss and identify the motif of pieces of music heard.
- Begin to recognise the dynamic of crescendo and decrescendo in pieces of music.
- Begin to recognise the dynamics of staccato and Legato.
- Begin to recognise when harmonies are being used in pieces of singing.
- Identify different rhythms in pieces of music.

### Knowledge

- Know who wrote the composition and when and why the song might have been written.
- Develop a deeper knowledge of harmonies and the different types of harmonies.
- Know that composers vary the complexity of rhythms to suit the mood of the music.
- Know how musical styles and genres have changed over time.
- Understand and know the historical context of the songs at the time of writing.
- Know the structures of songs (Intro, Chorus, verse, bridge, reprieve).

### Skills

- Compare two songs of the same style and evaluate them.
- Represent the features of music being listened to using graphic notation.
- Identify and suggest the message of songs.
- Identify and share their own musical identity – relating this to their culture.
- Recognise harmonies more confidently.
- Confidently identify the legato, staccato, crescendo and decrescendo in composition.

### Knowledge

- Know what syncopation is and how it is used in music.
- Know what timbre and vibrato mean and how it is used in music.
- Know who wrote the song and when and why the song might have been written.
- Know what the full diatonic scale is.
- Know that different instruments have different ranges of pitch. (link to science year 4)
- Know how musical periods have influenced each other and the impact of composers/musicians on musical styles.
- Know the historical context of songs and what was happening at the time of them being written.
- Know in detail the structure of songs.

### Skills

- Identify syncopation within pieces of music being listened to.
- Identify music from different styles and genres and cultures
- Listen to pieces of music to identify elements that they like or dislike and use this to inform their own compositions.
- Identify the style indicators of pieces of music.
- Begin to recognise the timbre and vibrato in music and begin to discuss this.
- Discuss and evaluate the use of all dynamics learnt in a wide range of compositions.
- Confidently talk about and evaluate music using subject specific vocabulary relating to: pitch, duration, dynamics, tempo, timbre, texture and structure.

# Music Curriculum: Progression Ladder (Singing)

## Key Stage 1: National Curriculum aims:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Key Stage 2: National Curriculum aims:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instructions with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using 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.



Music	Singing					
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that a group of people singing together is called a choir.</li> <li>• Know and recall several (3 at least) simple songs, chants and rhymes.</li> <li>• Begin to know what pitch means.</li> <li>• Begin to know what a beat is.</li> <li>• Begin to know what tempo means (how fast or slow).</li> <li>• Begin to know why it is important to warm up our voices.</li> <li>• Begin to know the correct posture for singing.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing in unison.</li> <li>• Grow confidence to join in with group singing.</li> <li>• Sing using a melodic structure.</li> <li>• Use voices expressively to speak and chant, using pitch and tempo.</li> <li>• Sing in time with the melody.</li> <li>• Demonstrate a good singing posture.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know and recall 5 songs from memory.</li> <li>• Know that the word unison means a number of people singing together and in time.</li> <li>• Know the terms: high and low pitch.</li> <li>• Begin to understand the meaning of the term: dynamic.</li> <li>• Know when something is loud or quiet.</li> <li>• Consolidate the term: beat.</li> <li>• Experiment with tempo.</li> <li>• Know that a conductor is someone that a choir follows.</li> <li>• Know why we must warm up over voices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing confidently in a range of pitches, with increasing vocal control.</li> <li>• Compare and contrast the vocal effects of changes in dynamics – working in subdivided groups.</li> <li>• Start and stop singing following the direction of the leader using vocal or symbolic instructions.</li> <li>• Increase accuracy of singing in time.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Sing a wider range of musical styles and genres from different cultures and time periods.</li> <li>• Know that songs can influence your emotions, happy, sad.</li> <li>• Build on their understanding of dynamics.</li> <li>• Introduce the terms: forte and piano.</li> <li>• Know and understand the meaning of the term: beat.</li> <li>• Know and understand the meaning of the term: pitch.</li> <li>• Know the meaning of singing solo.</li> <li>• Know what a drone is in terms of singing.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to sing as part of a group and knowing what part they play in this.</li> <li>• Listen to each other to stay in tune.</li> <li>• Call and respond through question phrasing and answer phrasing eg. echo.</li> <li>• Explore singing solo.</li> <li>• Sing in a sustained chord or sound.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that a solo singer makes a thinner texture than a large group.</li> <li>• Know the role of the pentatonic scale, including major and minor tonality.</li> <li>• Begin to know about different time signatures.</li> <li>• Build on understanding of dynamics.</li> <li>• Introduce the terms: crescendo, decrescendo, legato and staccato.</li> <li>• Know what bar and metre mean.</li> <li>• Know what harmonising is.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing as part of a group and know what part they play in this.</li> <li>• Accuracy and awareness in knowing their part in an ensemble.</li> <li>• Re-join a song when losing their place.</li> <li>• Associate the theme of lyrics into the intent of the song.</li> <li>• Sing in rounds and partner songs.</li> <li>• Sing in harmony with each other, using the correct pitch.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what a verse and a chorus is.</li> <li>• Know what a graphic score is.</li> <li>• Have knowledge of a wider range of musical genres and styles from different cultures and time periods.</li> <li>• Know the meaning of the words, using the context in which the song was written.</li> <li>• Consolidate their understanding of dynamics. Understanding the terms: crescendo, decrescendo, legato and staccato.</li> <li>• Consolidate their understanding of harmonies.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing songs with a strong internal pulse.</li> <li>• Sing songs with a chorus and verse.</li> <li>• Sing songs with clear diction, controlled pitch and sense of phrase.</li> <li>• Sing in 3-part rounds.</li> <li>• Sing solo and raps.</li> <li>• Sing in unison and backing vocals.</li> <li>• Confidently recognise harmonies in songs.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what timbre and vibrato means and the effect they have on adding emotion and expression to vocal music.</li> <li>• Know and understand the meaning of the term pitch and how it can influence the mood of the piece.</li> <li>• Know the meaning of syncopation.</li> <li>• Know what the full diatonic scale is.</li> <li>• Have knowledge of a wider range of musical genres and styles from different cultures and time periods.</li> <li>• Know about the style of the song that you can convey the feelings of it to the audience.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing using timbre and vibrato.</li> <li>• Use a wider range of dynamics including accelerando, rallentando, fortissimo and pianissimo, Mezzo-forte and Mezzo-piano.</li> <li>• Perform a role as leader in an ensemble.</li> <li>• Use graphical representation to follow instructions from a leader.</li> <li>• Clearly explain the importance of warming their voice up.</li> </ul>	

# Music Curriculum: Progression Ladder (Composing)

## Key Stage 1: National Curriculum aims:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

## Key Stage 2: National Curriculum aims:

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Using and understand staff and other musical notations.



Music	Composing					
	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand what an untuned percussion instrument is.</li> <li>• Know what percussion instruments are.</li> <li>• Know what composing and improvising is and the difference between them.</li> <li>• Know that instruments have different pitches.</li> <li>• Know that you can use simple graphical notations to represent music.</li> <li>• Know that there is a structure to music e.g. start, middle and end.</li> <li>• Know what a melody is.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to represent sounds and instruments using simple graphical notations.</li> <li>• Create musical sound effects and short sequences of sounds in response to stimuli.</li> <li>• Invent, retain and recall rhythm and pitch pattern.</li> <li>• Begin to select untuned instruments for a purpose.</li> <li>• Begin to incorporate sounds using voices, body percussion and instruments (sound makers (rustling leaves)).</li> <li>• Begin to create simple melodies using a few notes.</li> <li>• Interpret graphical notations in order to build compositions.</li> <li>• Begin to improvise simple vocal chants using question and answer phrases.</li> <li>• Consider how they would start and end their pieces of music.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the names of untuned percussion instruments that the pupils play.</li> <li>• Know that sounds can be combined and layered.</li> <li>• Understand that improvisation may involve responding to other musicians.</li> <li>• Be aware of the apps and programmes in school that can be used to compose music.</li> <li>• Begin to understand that notes represent the pitch and duration of a sound and can be represented by letter names.</li> <li>• Confidently know the terms high and low pitch.</li> <li>• Begin to know that notes can be played at different volumes for effect.</li> <li>• Know the vocabulary related to the musical elements taught in Key Stage 1.</li> <li>• Know that melodies are created by combining notes of varied pitch and duration.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identify untuned instruments and select them for a purpose.</li> <li>• Combine and layer several instrumental and vocal patterns within a given structure.</li> <li>• Improvise question and answer phrases using untuned percussion instruments.</li> <li>• Use music technology to capture, change and combine sounds.</li> <li>• Begin to use letter names and graphical notations to represent the details of their composition.</li> <li>• Begin to experiment with high and low pitch when composing.</li> <li>• Begin to understand the term 'dynamic' and to experiment with loud and quiet notes when composing.</li> <li>• Begin to evaluate their own work and suggest improvements.</li> <li>• Explore and experiment with simple melodies comprised of three or more notes.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that a semibreve is worth four beats; a minim is worth two beats and a crotchet is worth one beat.</li> <li>• Know that different melodies and rhythms can be combined.</li> <li>• Know what is meant by musical phrasing.</li> <li>• Know that musical styles are developed through historical and cultural influences.</li> <li>• Understand the term dynamic and what it means – in-particular forte and piano.</li> <li>• Be aware of variety of musical styles.</li> <li>• Understand the terms adagio and allegro (pace of the music).</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to use rhythmic notation and key musical vocabulary in a simple score.</li> <li>• Combine melodies and rhythms to create a multi-layered composition in a given style.</li> <li>• Choose pitching, phrases and dynamics for purpose and effect.</li> <li>• Compose music in a particular style.</li> <li>• Invent short 'on-the-spot' responses using a limited note-range (during call and response activities, for example)</li> <li>• Evaluate, suggest improvements and implement changes to improve compositions.</li> <li>• Develop an understanding of dynamics when composing, using the terms 'forte' and 'piano'.</li> <li>• Create simple melodies from five or more notes.</li> <li>• Experiment with allegro and adagio tempos when composing.</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, mi).</li> <li>• Compose in response to different stimuli (e.g. stories, verse, images and musical sources).</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what the pentatonic scale is and what notes form the scale.</li> <li>• Name the letter names within the pentatonic scale.</li> <li>• Know the note values, building on year 3 – crochet, minim, crochet rest, paired quavers.</li> <li>• Know how to use an instrument to create the dynamics of crescendo, decrescendo, staccato and legato.</li> <li>• Know the stave and record the staff notation correctly for c,e,g and a.</li> <li>• Understand how music can be composed to create a specific mood e.g. to accompany a section of a movie or short film.</li> <li>• Know that evaluation is to identify the strengths and weakness of something.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Play and compose a short melody using the pentatonic scale.</li> <li>• Play a pentatonic scale on a tuned instrument and vocally.</li> <li>• Record using staff notation, crochets, minims, crochet rests and paired quavers.</li> <li>• Compose and play a short phrase that incorporates the dynamics of crescendo, decrescendo, staccato and legato.</li> <li>• Begin to represent notes using staff notation on the stave.</li> <li>• Evaluate pieces of music made by other and themselves, considering their purpose, instruments, dynamics.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the difference between major and minor chords.</li> <li>• Know what a drone is.</li> <li>• Know what an ostinato is.</li> <li>• Continue to develop a broader knowledge and understanding of music from different cultures, time periods, composer.</li> <li>• Know the historical context of the pieces being studied.</li> <li>• Know what a semi crochet, paired quaver, crochet rest, semi breve, quaver and semi quaver is.</li> <li>• Know how a triad is formed and the role it plays in making a piece of music.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate improvements to others work based on their evaluations</li> <li>• Improvise coherently over a drone, sometimes within a given style.</li> <li>• Compose a short piece of music in c major and a minor.</li> <li>• Confidently record a composed piece of music using the stave and staff notation.</li> <li>• Use ostinato when composing.</li> <li>• Confidently create a composition using a theme, mood or genre to guide choices (creating a specific atmosphere).</li> <li>• Compose pieces of music that have the inter-related dimensions of music covered so far.</li> <li>• Choose and make decisions on the musical elements included in their pieces of work.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what an 8 and 16 beat melodic phrase is.</li> <li>• Know what the diatonic scale is and the notes that are used (c,d,e,f, g,a).</li> <li>• Know the pentatonic scale of c,d,e, g and a.</li> <li>• Know that a composition has pulse, rhythm and pitch that are shaped by tempo, dynamics and texture.</li> <li>• Know that different instruments, body parts and voices can be used for different aspects of the musical piece.</li> <li>• Know how technology can be used to make and record compositions.</li> <li>• Know what a turnery is e.g. A B A</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Plan and compose melodic phrases over 8 or 16 beats using either the pentatonic or diatonic scales.</li> <li>• Plan and compose melodic, multi layered pieces of music considering the pulse, rhythm and pitch, making decisions on the dynamics that shape these.</li> <li>• Bring multiple musical instruments, voices and body percussion together.</li> <li>• Use recording technology to record compositions and use this to evaluate them.</li> <li>• Confidently evaluate pieces of music and suggest and model improvements.</li> <li>• Compose a turnery.</li> </ul>

# Music Curriculum: Progression Ladder (Performing)

## Key Stage 1: National Curriculum aims:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.

## Key Stage 2: National Curriculum aims:

- Play perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.



Music	Performing					
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what an audience is.</li> <li>• Know what performance means.</li> <li>• Know why you warm up voices before singing.</li> <li>• Know that before we need to warm up the body and set up our instruments.</li> <li>• Know the importance of posture and vocal health in delivering performances.</li> <li>• Know the importance of facing the audience.</li> <li>• Know why we need to plan a performance.</li> <li>• Know what an orchestra is and what it is made up of.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to plan their performance.</li> <li>• Begin to remain in time when singing or playing untuned instruments.</li> <li>• Begin to play short musical phrases from simple graphical notation.</li> <li>• Warm up the voice and instruments before performance.</li> <li>• Respond to simple instructions when performing, including tempo and dynamic changes.</li> <li>• Share how performing makes them feel and how they think it went.</li> <li>• Listen to others performance and offer how they felt about it.</li> <li>• Begin to develop collaborative skills to enhance performances.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that performing is for the audience and can often be a part of a special occasion.</li> <li>• Know why we have to stay in time and keep the dynamics accurate.</li> <li>• Know what a 'copy cat' performance is.</li> <li>• Know reasons for performing music – cultural identity, belonging, enjoyment.</li> <li>• Knowledge of interrelated dimensions are outlined in the prior progression routes.</li> <li>• Know how to represent music using the stick notation.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Perform expressively, using dynamics learned from listening to music and singing.</li> <li>• Increasingly perform for a range of wider reasons, e.g. assemblies, religious festivals.</li> <li>• Perform with growing accuracy and awareness of the inter-related dimensions of music (tempo, pitch, and rhythm).</li> <li>• Play copy-cat rhythms, copying a leader.</li> <li>• Keep a steady pulse when performing.</li> <li>• Perform from stick notation.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what a trio is and a quartet is.</li> <li>• Know that everyone in a group performance has a role to play and that it is important for everyone to carry out that role.</li> <li>• Know that positioning of instruments and performers is important to ensure a good performance for the audience.</li> <li>• Know how to stage in pace – particularly looking at adagio and allegro.</li> <li>• Understand the role of evaluation in improving performances for the audience.</li> <li>• Know what a solo is.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to improvise when carrying out a live performance.</li> <li>• Begin to self- correct a performance, for example when they have lost pace.</li> <li>• Begin to perform in a quartet and trio.</li> <li>• Confidently perform in-front of others.</li> <li>• Perform with some degree of accuracy and an awareness of their role in a group performance.</li> <li>• Begin to identify the importance of positioning in providing a good performance.</li> <li>• Perform with consideration of allegro and adagio.</li> <li>• Evaluate performances that have been recorded, now identifying what went well and what could have been improved and how to improve it.</li> <li>• Develop vocal technique with accuracy and control.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of static and moving parts.</li> <li>• Have a good understanding of staff notation.</li> <li>• Understand the role of evaluation and adaptability within the performance – making changes on the spot.</li> <li>• Understand the importance of rehearsal before a performance.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Play and perform melodies following staff notation with increasing control and technique.</li> <li>• Accurately perform with static and moving parts and being aware of your part within the group performance e.g melody and accompaniment.</li> <li>• Present a musical performance designed to capture your audience.</li> <li>• Be able to apply knowledge of subject specific vocabulary within the performance.</li> <li>• Perform longer songs in a variety of musical styles from memory.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand how triads are formed and how to perform these.</li> <li>• Know what a conductor is and their role in an orchestra.</li> <li>• Know how to perform following staff notation.</li> <li>• Know how to position singers and instruments so that they can all be heard.</li> <li>• Know how to read and perform pitch notation within an octave.</li> <li>• Understand the difference between 2/4, 3/4 and 4/4 in terms of time signatures.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Apply with increasing confidence knowledge of subject specific vocabulary within the performance.</li> <li>• Perform songs in two or more parts.</li> <li>• Perform with accuracy and fluency from graphic and simple staff notation.</li> <li>• Develop the skill of playing by ear and make adaptations.</li> <li>• Work as a group to perform a piece of music adjusting dynamics and pitch according to a graphic score keeping in time with others and communicating with the group.</li> <li>• Perform within the notation of an octave.</li> <li>• Begin to develop the skill of playing music by ear on tuned instruments.</li> <li>• Read and play short rhythmic phrases from sight.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>• Know what a cord is and how it is created.</li> <li>• Name and play several chords.</li> <li>• Know why we evaluate and how we evaluate a performance against another to ensure continued improvement.</li> <li>• Know why rehearsal is an important part of performing.</li> <li>• Know what the term venue means and how the venue can impact the performance.</li> <li>• Understand the term accompaniment and its role.</li> <li>• Understand that technology can be used to enhance and performance by providing tuned instruments and accompaniments.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Perform with accuracy and fluency from graphic and simple staff notation and from their own notation.</li> <li>• Perform by following a conductor's cues and directions.</li> <li>• Perform a solo or taking a leadership role within a performance.</li> <li>• Sing songs in two or more secure parts with accuracy, fluency, control and expression.</li> <li>• Develop confidence in playing 4 bar phrases from notation, identifying note names and durations.</li> <li>• Be able to talk musically using the correct terminology. eg. what went well? It would have been even better if?</li> <li>• Consistently stay in time when performing in a group.</li> <li>• Begin to make adjustments to performances during the performance in a group.</li> <li>• Perform solo and as part of a group.</li> <li>• Begin following a conductor's cues and directions.</li> <li>• Read and play short rhythmic phrases from sight in up to 4 parts.</li> <li>• Confidently evaluate a performance against another performance.</li> </ul>	