

Music Knowledge Progression Map

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Music	<ul style="list-style-type: none"> • Know how to sing songs, make music (and dance), and experiment with ways of changing them • Know how to represent their own ideas, thoughts and feelings through music 	<ul style="list-style-type: none"> • Know how to use body percussion, instruments and voices • Know how to keep a steady beat • Know what the difference between rhythm and pitch is • Know how to copy back simple rhythmic patterns using long and short • Know how to describe sound as high or low 	<ul style="list-style-type: none"> • Know how to find and keep a steady beat • Know how to copy back simple rhythmic patterns using long and short sounds • Know how to copy back simple melodic patterns using high and low 	<ul style="list-style-type: none"> • Know how to find and keep a steady beat and downbeats • Know what different time signatures mean and feel like: 3/4 and 4/4 • Know how to accurately copy back and improvise simple melodic patterns • Pitch range do–so (eg C–G) 	<ul style="list-style-type: none"> • Know how to find and keep a steady beat • Know what different time signatures mean and feel like: 2/4, 3/4 and 4/4 • Know how to copy back and improvise simple rhythmic patterns using <ul style="list-style-type: none"> ○ semibreves ○ minims ○ dotted crotchets ○ crotchets ○ quavers ○ semiquavers ○ and their rests • by ear or from notation pitch range do–do 	<ul style="list-style-type: none"> • Know how to find and keep a steady beat In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 • Full diatonic scale in different keys • Know how to copy back and improvise simple rhythmic patterns using <ul style="list-style-type: none"> ○ dotted minims ○ minims ○ dotted crotchets ○ crotchets ○ dotted quavers ○ triplet quavers, ○ quavers ○ semiquavers and their rests • by ear or from notation verse and chorus form, music with multiple sections • Triads, chord progressions • Music in 3 parts, music in 4 parts 	<ul style="list-style-type: none"> • Know how to find and keep a steady beat In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 • Know how to copy back and improvise simple rhythmic patterns using <ul style="list-style-type: none"> ○ minims ○ dotted crotchets ○ crotchets ○ dotted ○ quavers ○ triplet quavers ○ quavers, ○ semiquavers and their rests • by ear or from notation
Vocabulary	<ul style="list-style-type: none"> • Beat • Instrument 	<ul style="list-style-type: none"> • Sing • Rap • Rhyme • Chant • March • Piano • Octave • Pulse • Beat • Violin • Drum • Flute • Piano • Guitar 	<ul style="list-style-type: none"> • Round • Beat • Dynamics (crescendo) • Texture • Violin • Cello • Flute • Bassoon • Tumpet • Tuba • Harp • Piano • Timpani • Snare drum • Body percussion 	<ul style="list-style-type: none"> • Fast (allegro) • Slow (adagio) • Pulse • Beat • High • Low • Rising • Falling • Question phrase • Answer phrase, • Echo • Ostinato • Drone • Unison • Layered • Solo • Loud (forte) • Quiet (piano) • Symphony Orchestra 	<ul style="list-style-type: none"> • Getting faster (accelerando), • Getting slower (rallentando) • Bar • Metre • Pentatonic scale • Major • Minor • Round • Repetition • Contrast • Duet • Melody • Accompaniment • Getting louder (crescendo) • Getting softer (decreasing) • Legato (smooth) • Staccato (detached) 	<ul style="list-style-type: none"> • Getting louder (crescendo) • Getting softer (decreasing) • Legato (smooth) • Staccato (detached) • Fortissimo (very loud) • Pianissimo (very quiet) • Mezzo forte (moderately loud) • Mezzo piano (moderately quiet) 	<ul style="list-style-type: none"> • Getting louder (crescendo) • Getting softer (decreasing) • Legato (smooth) • Staccato (detached) • Fortissimo (very loud) • Pianissimo (very quiet) • Mezzo forte (moderately loud) • Mezzo piano (moderately quiet)

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Listening	<ul style="list-style-type: none"> • Know that there are different musical styles <ul style="list-style-type: none"> ○ Song ○ Jazz ○ Romantic Era ○ Modern Dance ○ Dance Traditional ○ 20th Century Classical ○ Song ○ Nursery rhyme ○ Pop ○ R&B ○ Reggae 	<ul style="list-style-type: none"> • Know how to find the steady beat • Know how to talk about feelings created by the music • Know that there are different musical styles <ul style="list-style-type: none"> ○ North American ○ Film ○ UK Folk ○ Northern American Folk • Know what the instrument looks like and what sound it makes <ul style="list-style-type: none"> ○ Violin ○ Drum ○ Flute ○ Piano ○ Guitar • Know how to describe tempo as fast or slow • Know how to describe dynamics as loud and quiet • Know how to join in sections of the song eg chorus 	<ul style="list-style-type: none"> • Know how to mark the beat of a listening piece by tapping, clapping, marching or dancing • Know how to recognise change in tempo • Know how to describe tempo as fast or slow • Know how to describe dynamics as loud or quiet • Know how to identify the musical style of a song or piece of music <ul style="list-style-type: none"> ○ Early music ○ Renaissance Era ○ Musical ○ Rock ○ Romantic ○ South American - Latin • Know what the instrument looks like, recognise what sound it makes and compare the sound made by <ul style="list-style-type: none"> ○ Violin and Cello ○ Flute and Bassoon ○ Tumpet and Tuba ○ Harp and Piano ○ Timpani and Snare drum • Talk about how the music makes you feel • Start to talk about the style of a piece of music • Start to talk about where music might fit into the world • Talk about the style of the music <ul style="list-style-type: none"> ○ South American – Latin ○ Early music ○ Romantic ○ Contemporary – Rock ○ Contemporary – Musical 	<ul style="list-style-type: none"> • Know how to walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Know how to improvise sequences of different actions to move in time with the music • Know how to identify the musical style of a song or piece of music <ul style="list-style-type: none"> ○ Bhangra ○ Film ○ Baroque ○ Early Music • Know what the instrument looks like, recognise what sound it makes and compare the sound made by <ul style="list-style-type: none"> ○ Violin, Cello, Double Bass ○ Flute, Oboe, Clarinet, Bassoon ○ Trumpet, Trombone, French Horn, Tuba • Know how to discuss thoughts and feelings about the music • Know how to discuss what the song or piece of music means 	<ul style="list-style-type: none"> • Know how to find and demonstrate the steady beat • Know that the tempo is fast, slow or steady • Know how to identify 2/4, 3/4, and 4/4 metre • Know how to talk about the words of a song, the story telling and theme • Know why the song or piece of music was written • Know how to identify the musical style of a song or piece of music <ul style="list-style-type: none"> ○ Early Music ○ Romantic ○ South American - Latin • Know how to discuss the structure of the music • Know how to identify: <ul style="list-style-type: none"> ○ Call and response ○ A solo vocal or instrumental line and the rest of the ensemble ○ A change in texture ○ Articulation on certain words ○ Programme music ○ Main theme ○ Repeat • Know and understand what a musical introduction is and its purpose • Know how to recall by ear memorable phrases heard in the music • Know how to identify major and minor tonality • Recognise the sound and notes of the pentatonic scale by ear and from notation • Know that legato means smooth • Know that staccato means separated 	<ul style="list-style-type: none"> • Know how to find and demonstrate the steady beat • Know how to identify 2/4, 3/4, 6/8 and 5/4 metre • Know how to describe feelings created by the music • Know how to justify a personal opinion with reference to its musical elements • Know how to identify the musical style of a song or piece of music <ul style="list-style-type: none"> ○ Film ○ Native American ○ Classical era • Know how to identify instruments by ear • Know how to discuss the structure of the music <ul style="list-style-type: none"> ○ Verse ○ Chorus ○ Bridge passage and its position in a song ○ Repeat signs ○ Final chorus ○ Improvisation ○ Call and response ○ AB form • Know how to recall by ear memorable phrases heard in the music • Know how to identify major and minor tonality • Know how to recognise the sound and notes of the pentatonic and Blues scales • Know how to explain the role of a main theme in musical structure • Know what a musical introduction is and its purpose • Know how to explain rapping 	<ul style="list-style-type: none"> • Know how to identify 2/4, 4/4, 3/4, 6/8 and 5/4 • Know how to describe feelings created by the music • Know how to justify a personal opinion with reference to musical elements • Know how to identify the musical style of a song or piece of music <ul style="list-style-type: none"> ○ Jazz (Big Band Swing) ○ Hip hop ○ Pop • Know how to identify the following instruments by ear and through a range of media <ul style="list-style-type: none"> ○ sections of the orchestra <ul style="list-style-type: none"> ▪ brass ▪ woodwind ▪ strings ▪ percussion ○ bass guitar/ synthesizers ○ electric guitar ○ electric organ ○ vocal techniques • Know how to discuss the structure of the music <ul style="list-style-type: none"> ○ Verse ○ Chorus ○ Bridge ○ Instrumental break ○ Bridge passage and its position in a song ○ Introduction ○ Outro • Know how to recall by ear memorable phrases heard in the music • Know how to identify <ul style="list-style-type: none"> ○ major and minor tonality ○ chord triads (e.g. CEG) ○ I, IV and V, and intervals within a major scale • Know how to explain the role of a main theme in musical structure • Know and understand what a musical and is, and its purpose

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Singing	<ul style="list-style-type: none"> • Know how to <ul style="list-style-type: none"> ○ sing songs ○ make music ○ dance in time ○ experiment with ways of changing them 	<ul style="list-style-type: none"> • Know how to: <ul style="list-style-type: none"> ○ Sing ○ Rap ○ Rhyme ○ Chant • Know how to demonstrate good singing posture • Know how to sing songs from memory • Know how to copy back intervals of an octave and fifth (high, low) • Know how to sing in unison 	<ul style="list-style-type: none"> • Know how to demonstrate good singing posture • Know how to sing songs from memory and from notation • Know how to communicate the meaning of the words when singing • Know how to sing in unison with more pitching accuracy • Know how to sing in two parts as a round with more pitching accuracy • Know how to follow the conductor • Know how to add actions to a song • Know how to move to a steady beat • Know how to describe feelings created by the music/song • Know what chorus and verse mean • Know how to describe tempo as fast or slow • Know the meaning of: <ul style="list-style-type: none"> ○ dynamics (loud/quiet) ○ tempo (fast/slow) • Know what crescendo and decrescendo means and demonstrate this in their singing 	<ul style="list-style-type: none"> • Know how to demonstrate good singing posture • Know how to sing in a large group • Know how to sing with awareness of following the beat • Know how to sing in unison • Know how to sing in two parts with good pitching accuracy • Know how to sing in three parts in a round • Know how to perform actions confidently and in time to a range of action songs • Know how to sing songs from memory and/or from notation • Know that clear diction is required so that an audience knows what the lyrics are to a song • Know how to sing expressively, with attention to the meaning of the words • Know how to follow the conductor • Know how to copy back simple melodic phrases using the voice 	<ul style="list-style-type: none"> • Know how to demonstrate good singing posture and sing expressively, with attention to breathing and phrasing • Know how to Sing 'on pitch' and 'in time' in different time signatures: 2/4, 3/4 and 4/4 • Know how to demonstrate vowel sounds, blended sounds and consonants in singing • Know how to sing expressively, with attention to staccato and legato • Know how to describe different styles of singing and song 	<ul style="list-style-type: none"> • Know how to sing expressively, with attention to breathing and phrasing • Know how to Sing 'on pitch' and 'in time' in different time signatures: sing in 2/4, 3/4, 4/4 and 6/8 time • Know how to sing in unison and in 2 parts • Know how to self-correct if lost or out of time • Know how to sing expressively, with attention to dynamics and articulation • Know how to describe how music makes them feel, whether they like it and provide reference to the music to justify their opinion using appropriate vocabulary 	<ul style="list-style-type: none"> • Know how to sing expressively, with attention to breathing and phrasing • Know how to sing 'on pitch' and 'in time' in different time 2/4, 4/4, 3/4, 5/4 and 6/8 • Know how to sing in unison and in 2 parts songs with syncopated rhythms • Know how to sing <ul style="list-style-type: none"> ○ observing rhythm ○ phrasing ○ accurate pitching and appropriate style • Know how to sing with and without an accompaniment • Know how to sing expressively, with attention to dynamics and articulation • Know how to talk about the different styles of singing used for the different styles of songs sung in this year

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Notation	N/A	<ul style="list-style-type: none"> • Know how to use symbols to represent sounds that are <ul style="list-style-type: none"> ○ high ○ low ○ long ○ short, • Know how to graphically represent simple combinations of sounds to demonstrate the rise or fall and size of step 	<ul style="list-style-type: none"> • Know how to use symbols to represent sounds that are <ul style="list-style-type: none"> ○ high ○ low ○ long ○ short, • Know how to recognise <ul style="list-style-type: none"> ○ crotchets ○ quavers, ○ minims ○ semibreves • Know how to follow hand signals as notation • Know how to play simple combinations of 3 notes Know that musical notation can be written on a staff of five lines and four spaces 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation • Know how to recognise <ul style="list-style-type: none"> ○ minims ○ semibreves ○ crotchets, ○ quavers ○ semiquavers • Know how to play simple combinations of 4 notes • Know how to identify: <ul style="list-style-type: none"> ○ stave ○ treble clef ○ time signature ○ lines and spaces on the stave • Know how to identify the differences between crotchets and paired quavers • Know how to apply spoken word to rhythms, understanding how to link each syllable to one musical note 	<ul style="list-style-type: none"> • Know how to recognise and play <ul style="list-style-type: none"> ○ semibreves ○ minims ○ dotted crotchets ○ crotchets ○ quavers ○ semiquavers • Know how to play simple combinations of notes • Know how to read and respond to <ul style="list-style-type: none"> ○ semibreves ○ minims ○ dotted crotchets ○ crotchets ○ quavers ○ semiquavers • Know what the differences between <ul style="list-style-type: none"> ○ Minims ○ Crotchets ○ Paired quavers ○ Rests • Know how to read FACE on a staff (spaces) • Know how to read EGBDF (lines) • Know how to follow and perform simple rhythmic scores to a steady beat • Know how to maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	<ul style="list-style-type: none"> • Know how to recognise and play <ul style="list-style-type: none"> ○ minims ○ crotchets ○ quavers ○ paired quavers ○ dotted quavers ○ semiquavers ○ rests • Know how to play simple combinations of notes • Know how to identify: <ul style="list-style-type: none"> ○ stave ○ treble clef ○ time signature ○ the name of the notes on lines and in spaces ○ barlines, ○ flat sign ○ sharp sign • Know how to read and respond to • Know how notes are grouped when notated • Know how to identify • Know the differences between 2/4, 3/4 and 4/4 time signatures • Know how to read and perform pitch notation within an octave (eg C–C') 	<ul style="list-style-type: none"> • Know how to recognise and play <ul style="list-style-type: none"> ○ Dotted semibreves ○ dotted minims ○ minims ○ triplet crotchets ○ dotted crotchets ○ crotchets ○ dotted quavers ○ quavers ○ semiquavers • Know how to play simple combinations of notes • Know how to identify: <ul style="list-style-type: none"> ○ stave ○ treble clef ○ time signature ○ the name of the notes on lines and in spaces ○ barlines, ○ flat sign ○ sharp sign • Know that notes are grouped when notated

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Composing	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Know how graphic notation can represent created sounds Know how to invent your own symbols Know how to use music technology to capture, change and combine sounds 	<ul style="list-style-type: none"> Know how to create and interpret graphic scores Know how to create musical sound effects and short sequences of sounds in response to music and video stimulus Know how to select and play a range of classroom instruments Know how to use music technology to capture, change and combine sounds 	<ul style="list-style-type: none"> Know how to create music and/or sound effects in response to music and video stimulus Know how to use music technology to capture, change and combine sounds Know how to improvise over a chord progression or drone Know how to begin to use simple structures within compositions, eg introduction, verse, chorus or AB form Know how to use simple dynamics Know how to compose song accompaniments on tuned and untuned percussion, using known rhythms and note values 	<ul style="list-style-type: none"> Know how to combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt Know how to compose over a simple chord progression Know how to compose over a groove Know how to create music in response to music and video stimulus Know how to use music technology, if available, to capture, change and combine sounds Start to use simple structures within compositions, eg introduction, verse, chorus or AB form Know how to use simple dynamics Know how to compose song accompaniments on tuned instruments 	<ul style="list-style-type: none"> Know how to create music in response to music and video stimulus Know how to use music technology, if available, to capture, change and combine sounds Start to know how to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form) Know how to use chords to compose music to evoke a specific atmosphere, mood or environment Know how to use simple dynamics Know how to use rhythmic variety Know how to compose song accompaniments Know how to use a wider range of dynamics, including <ul style="list-style-type: none"> fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) mezzo piano (moderately quiet) Know how to use full scales in different keys Know how chord triads are formed Know how to play them on tuned percussion, melodic instruments or keyboards Know how to perform simple, chordal accompaniments 	<ul style="list-style-type: none"> Know how to plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest Know how to play this melody on tuned percussion and/or orchestral instruments Know how to create a simple chord progression Know how to compose a ternary (ABA form) piece; Know how to create music in response to music and video stimulus Know how to use music technology, if available, to capture, change and combine sounds Start to know how to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form) Know how to use simple dynamics Know how to use rhythmic variety Know how to compose song accompaniments, perhaps using basic chords Know how to use a wider range of dynamics, including <ul style="list-style-type: none"> fortissimo (very loud) pianissimo (very quiet) mezzo forte (moderately loud) mezzo piano (moderately quiet) Know how to use full scales in different keys Know how to create a melody using <ul style="list-style-type: none"> crotchets, quavers minims and perhaps semibreves <ul style="list-style-type: none"> semiquavers all equivalent rests

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Improvisation	<ul style="list-style-type: none"> Know how to experiment with ways of changing songs and rhythms 	<ul style="list-style-type: none"> Know the difference between creating a rhythm pattern and a pitch pattern Know how to create a simple melody using crotchets and minims from a different starting note e.g.: <ol style="list-style-type: none"> <ul style="list-style-type: none"> C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C <ul style="list-style-type: none"> F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F <ul style="list-style-type: none"> D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D 	<ul style="list-style-type: none"> Know how to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation Know how to create a simple melody using crotchets and minims from a different starting note e.g.: <ol style="list-style-type: none"> <ul style="list-style-type: none"> C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) <ul style="list-style-type: none"> G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) <ul style="list-style-type: none"> F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) 	<ul style="list-style-type: none"> Know how to structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end Know how to create a simple melody using crotchets, minims paired quavers in different keys: <ol style="list-style-type: none"> <ul style="list-style-type: none"> C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) <ul style="list-style-type: none"> C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) <ul style="list-style-type: none"> G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) 	<ul style="list-style-type: none"> Know how to improvise over a simple chord progression Know how to create a melody using <ul style="list-style-type: none"> Crotchets Minims Quavers and their rests Know how to use a pentatonic scale: <ol style="list-style-type: none"> <ul style="list-style-type: none"> C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) <ul style="list-style-type: none"> C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) <ul style="list-style-type: none"> A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) 	<ul style="list-style-type: none"> Know how to improvise over a simple groove, responding to the beat Know how to use appropriate vary volume and dynamics Know how to create a melody using <ul style="list-style-type: none"> crotchets, quavers minims and perhaps semibreves semiquavers plus all equivalent rests Use a pentatonic and a full scale Use major and minor tonality: <ol style="list-style-type: none"> <ul style="list-style-type: none"> F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major) <ul style="list-style-type: none"> G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) 	<ul style="list-style-type: none"> Know how to improvise using varied dynamics and articulation Know how to create a melody using <ul style="list-style-type: none"> a pentatonic a full scale a major scale a minor scale <ol style="list-style-type: none"> <ul style="list-style-type: none"> C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) <ul style="list-style-type: none"> G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) <ul style="list-style-type: none"> D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)

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Playing Instruments	<ul style="list-style-type: none"> Know how to echo a simple rhythm by <ul style="list-style-type: none"> Clapping Using body percussion Playing an untuned percussion instrument 	<ul style="list-style-type: none"> Know how to play a simple melodic pattern on glockenspiel using two notes 	<ul style="list-style-type: none"> Know how to play simple tunes on a glockenspiel by ear or from notation 	<ul style="list-style-type: none"> Know how to play simple tunes on a glockenspiel by ear or from notation 	<ul style="list-style-type: none"> Know how to play simple tunes on a ukulele by ear or from notation 	<ul style="list-style-type: none"> Know how to play melodies on tuned percussion, melodic instruments or keyboards Know how to follow staff notation written on one stave and using notes within the middle C–C' range 	<ul style="list-style-type: none"> Know how to play melodies on tuned percussion, melodic instruments or keyboards Know how to play a melody following staff notation written on one stave and using notes within an octave range Know how to make decisions about <ul style="list-style-type: none"> dynamic range,
Performing	<ul style="list-style-type: none"> Know how to sing simple songs from memory 	<ul style="list-style-type: none"> Know how to perform a song to a well-known audience Know how to prepare a song ready to perform Know how to add actions to the song Know how to play some simple instrumental parts 	<ul style="list-style-type: none"> Know how to practise, rehearse and share a song that has been learned in the lesson, from memory or with notation Know how to sequence actions to music Know how to talk about what the song means and why it was chosen to share Know what the difference between rehearsing a song and performing it is 	<ul style="list-style-type: none"> Know how to practise, rehearse and share a song that has been learned in the lesson, from memory or with notation Know how to play and perform melodies following staff notation, using a small range, as a whole class or in small groups Know how to include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance Know how to talk about what the song means and why it was chosen to share Know how to reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment 	<ul style="list-style-type: none"> Know how to practise, rehearse and share a song that has been learned in the lesson, from memory or with notation Know how to perform a song from memory or using notation Know how to play and perform melodies following staff notation, using a small range, as a whole class or in small groups Know how to play instrumental parts Know <ul style="list-style-type: none"> the composer historical/ cultural context style of music to be performed Know what lyrics mean Know how to describe a song's structure and what the impact is on its mood and meaning Know how to fulfill a role in a larger group ensemble Know how to perform a range of Ukulele repertoire pieces and arrangements with an accompaniment keeping accurate timing Know how to evaluate a rehearsal or performance Know how to respond to any feedback 	<ul style="list-style-type: none"> Know how to practise, rehearse and share a song that has been learned in the lesson, from memory or with notation Know how to perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Know <ul style="list-style-type: none"> the composer historical/ cultural context style of music to be performed Know how to evaluate a performance by record comparing it to a previous performance Know how to discuss and talk musically about the strengths and weaknesses of a performance 	<ul style="list-style-type: none"> Know how to perform from memory or with notation, with confidence and accuracy an unknown audience Know how to perform a range of songs to a wider audience Know <ul style="list-style-type: none"> the composer historical/ cultural context style of music to be performed Know how to perform music and actions from memory Know what the value of choreographing any aspect of a performance is Know what the importance of the performing space is and how to use rehearsal to adapt to it in order to produce an effective performance Know how to collect feedback from the audience and reflect how the audience believed in the performance Know how the performance might change if it was repeated in a larger/smaller performance space
		Christmas Production	Christmas Production	Doncaster Music Hub Sing Out	Ukulele performance to KS and parents	Young Voices	Young Voices Leavers' Production