



MUSIC PERFORMANCE



Phase1	Nursery	Reception	Year 1
Skills	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Pitch match. 	<ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about. • Perform as a solo or group. 	<ul style="list-style-type: none"> • Choose a song they have learnt and perform it. • Add own ideas to the performance. • Record the performance and express feelings about it.
Knowledge and Understanding		A performance is sharing music.	A performance is sharing music with other people, called an audience.

Phase2	Year 2	Year 3
Skills	<ul style="list-style-type: none"> • Choose a song they have learnt and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.

<p>Knowledge and Understanding</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience to each other. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence. • A performance can be a special occasion and involve an audience or one person including of people you don't know. • It involves communicating feelings, thoughts and ideas about the song/music.
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Phase3	Year 4	Year 5	Year 6
<p>Skills</p>	<ul style="list-style-type: none"> • Present a musical performance designed to capture the audience. • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

<p>Knowledge and Understanding</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience or to each other. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence. • A performance can be a special occasion and involve an audience or one person including of people you don't know it involves communicating feelings, thoughts and ideas about the song/music. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience or to each other. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence. • A performance can be a special occasion and involve an audience or one person including of people you don't know it involves communicating feelings, thoughts and ideas about the song/music. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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 involve an audience including of people you don't know. • It is planned and different for each occasion. • A performance involves communicating ideas, thoughts and feelings about the song/music.
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National Curriculum Aims:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

National Curriculum Subject Content Key Stage 1:

- 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.

National Curriculum Subject Content Key Stage 2

- 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.

Early Years

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- When appropriate – try to move in time with music.
- Sing as a solo or group performance.