Princess May Primary School

Music Curriculum Knowledge and Skills Progression Map 2026–27

A Spiral Curriculum

Our Music curriculum has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum aims

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. Music provides ample opportunities for all these. Our curriculum takes an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Skills developed within our curriculum

Listening and Appraising

Musical Activities
a. Warm-up Games
b. Flexible Games
c. Singing

Musical Activities (cont)
d. Playing instruments
e. Improvisation
f. Composition

Performing

EYFS Framework

ELG: Being Imaginative and Expressive
Children at the expected level of development will:
• Invent, adapt and recount narratives and stories with peers and their teacher.
• 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.

National Curriculum Programme of Study

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. At Princess May, the National Curriculum underpins our curriculum.

Progression of skills and knowledge

Listen and appraise

	Skills	Knowledge
EYFS	• To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or pop stars.	• To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures.
Year 1	• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	• To know five songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use.
Year 2	• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea.	• To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style.
Year 3	• To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music.	• To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song
Year 4	• To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words.	• To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: o Some of the style indicators of that song (musical characteristics that give the song its style) o The lyrics: what the song is about o Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song
Year 5	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel.	• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why. • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture,

		dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time?
Year 6	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.	• To know five songs from memory, who sang or wrote them, when they were written and why. • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about the fact that we each have a musical identity

Games		
	Skills	**Knowledge**
EYFS	• FInd the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. • Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. • Listen to high-pitched and low-pitched sounds on a glockenspiel.	• To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures.
Year 1	Progressive Warm-up Games and Challenges within each unit embed pulse, rhythm and pitch. Children complete the following in relation to the main song: • **Game 1 – Have Fun Finding the Pulse!** Find the pulse. Choose an animal and find the pulse. • **Game 2 – Rhythm Copy Back:** Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. • **Game 3 – Rhythm Copy Back, Your Turn:** Create rhythms for others to copy. • **Game 4 – Pitch Copy Back and Vocal Warm-up 1:** Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat. • **Game 4a – Pitch Copy Back and Vocal Warm-up 2:** Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	• To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals.
Year 2	Progressive Warm-up Games and Challenges within each unit embed pulse, rhythm and pitch. Children complete the following in relation to the main song:	• To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals.

	• **Game 1 – Have Fun Finding the Pulse!** Find the pulse. Choose an animal and find the pulse. • **Game 2 – Rhythm Copy Back:** Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. • **Game 3 – Rhythm Copy Back, Your Turn:** Create rhythms for others to copy. • **Game 4 – Pitch Copy Back and Vocal Warm-up 1:** Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. • **Game 4a – Pitch Copy Back and Vocal Warm-up 2:** Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	• Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments.
Year 3	Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children complete the following in relation to the main song, using two notes: • **Find the Pulse** • **Rhythm Copy Back:** o **Bronze:** Clap and say back rhythms o **Silver:** Create your own simple rhythm patterns o **Gold:** Perhaps lead the class using their simple rhythms • **Pitch Copy Back Using 2 Notes:** o **Bronze:** Copy back – 'Listen and sing back' (no notation) o **Silver:** Copy back with instruments, without then with notation o **Gold:** Copy back with instruments, without and then with notation • **Pitch Copy Back and Vocal Warm-ups**	• Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer.
Year 4	Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children complete the following in relation to the main song, using two notes: • **Find the Pulse** • **Rhythm Copy Back:** o **Bronze:** Clap and say back rhythms o **Silver:** Create your own simple rhythm patterns o **Gold:** Perhaps lead the class using their simple rhythms • **Pitch Copy Back Using 2 Notes:** o **Bronze:** Copy back – 'Listen and sing back' (no notation) o **Silver:** Copy back with instruments, without then with notation o **Gold:** Copy back with instruments, without and then with notation • **Pitch Copy Back and Vocal Warm-ups**	• How pulse, rhythm and pitch work together • Pulse: finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: high and low sounds that create melodies • How to keep the internal pulse • Musical leadership: creating musical ideas for the group to copy or respond to
Year 5	Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children complete the following in relation to the main song, using three notes: • **Bronze Challenge:** o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns • **Silver Challenge:** o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two different notes • **Gold Challenge:** o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes	• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical leadership: creating musical ideas for the group to copy or respond to
Year 6	Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold	• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music

	Challenges. Children complete the following in relation to the main song, using three notes: • **Bronze Challenge:** o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns • **Silver Challenge:** o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two different notes • **Gold Challenge:** o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes	• How to keep the internal pulse • Musical leadership: creating musical ideas for the group to copy or respond to

Singing		
	Skills	**Knowledge**
EYFS	• To sing along with a pre-recorded song and add actions. • To sing along with the backing track.	• To sing or rap nursery rhymes and simple songs from memory. • Songs have sections
Year 1	• Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader.	• To confidently sing or rap five songs from memory and sing them in unison.
Year 2	• Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader.	• To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices.
Year 3	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing.	• Singing in a group can be called a choir • Leader or conductor: a person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice
Year 4	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing.	• Singing in a group can be called a choir • Leader or conductor: a person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: how a solo singer makes a thinner texture than a large group • To know why you must warm up your voice
Year 5	• To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. • To listen to the group when singing. • To demonstrate a good singing posture.	• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: o Its main features

Year 6	• To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.	o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice
	• To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.	• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience. • To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice

Playing

	Skills	Knowledge
EYFS	● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or pop stars.	• To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures.
Year 1	• Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader.	• Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing.
Year 2	• Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader.	• Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class.
Year 3	• To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song – from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.	• The instruments used in class (a glockenspiel, a recorder)
Year 4	• To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song – from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.	• The instruments used in class (a glockenspiel, recorder or xylophone) • Other instruments they might play or be played in a band or orchestra or by their friends
Year 5	• Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.	• Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends

	• To lead a rehearsal session.	
Year 6	• Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.	• Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends

Improvisation		
	Skills	**Knowledge**
EYFS	• Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.	• To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures.
Year 1	Use the improvisation tracks provided. Improvise using the three challenges: • **Clap and Improvise** – Listen and clap back, then listen and clap your own answer (rhythms of words). • **Sing, Play and Improvise** – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • **Improvise!** – Take it in turns to improvise using one or two notes.	• Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise!
Year 2	Use the improvisation tracks provided. Improvise using the three challenges: • **Clap and Improvise** – Listen and clap back, then listen and clap your own answer (rhythms of words). • **Sing, Play and Improvise** – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • **Improvise!** – Take it in turns to improvise using one or two notes.	• Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes.
Year 3	Improvise using instruments in the context of a song they are learning to perform. Using the improvisation tracks provided, children complete the Bronze, Silver or Gold Challenges: • **Bronze Challenge:** o **Copy Back** – Listen and sing back o **Play and Improvise** – Using instruments, listen and play your own answer using one note. o **Improvise!** – Take it in turns to improvise using one note. • **Silver Challenge:** o **Sing, Play and Copy Back** – Listen and copy back using instruments, using two different notes. o **Play and Improvise** – Using your instruments, listen and play your own answer using one or two notes. o **Improvise!** – Take it in turns to improvise using one or two notes. • **Gold Challenge:** o **Sing, Play and Copy Back** – Listen and copy back using instruments, two different notes. o **Play and Improvise** – Using your instruments, listen and play your own answer using two different notes. o **Improvise!** – Take it in turns to improvise using three different notes.	• Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake
Year 4	Improvise using instruments in the context of a song they are learning to perform. Using the improvisation tracks provided, children complete the Bronze, Silver or Gold Challenges:	• Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been

	• **Bronze Challenge:** o **Copy Back** – Listen and sing back melodic patterns o **Play and Improvise** – Using instruments, listen and play your own answer using one note. o **Improvise!** – Take it in turns to improvise using one note. • **Silver Challenge:** o **Sing, Play and Copy Back** – Listen and copy back using instruments, using two different notes. o **Play and Improvise** – Using your instruments, listen and play your own answer using one or two notes. o **Improvise!** – Take it in turns to improvise using one or two notes. • **Gold Challenge:** o **Sing, Play and Copy Back** – Listen and copy back using instruments, two different notes. o **Play and Improvise** – Using your instruments, listen and play your own answer using two different notes. o **Improvise!** – Take it in turns to improvise using three different notes.	heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations
Year 5	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges: • **Play and Copy Back:** o **Bronze** – Copy back using instruments. Use one note. o **Silver** – Copy back using instruments. Use the two notes. o **Gold** – Copy back using instruments. Use the three notes. • **Play and Improvise** (using up to three notes): o **Bronze** – Question and Answer using instruments. Use one note in your answer. o **Silver** – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G. • **Improvisation!** (using up to three notes, provided on-screen and in the lesson plan): o **Bronze** – Improvise using one note. o **Silver** – Improvise using two notes. o **Gold** – Improvise using three notes. • **Classroom Jazz 2** – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).	• Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians
Year 6	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges: • **Play and Copy Back:** o **Bronze** – Copy back using instruments. Use one note. o **Silver** – Copy back using instruments. Use the two notes. o **Gold** – Copy back using instruments. Use the three notes. • **Play and Improvise** (using up to three notes): o **Bronze** – Question and Answer using instruments. Use one note in your answer. o **Silver** – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G. • **Improvisation!** (using up to three notes, provided on-screen and in the lesson plan): o **Bronze** – Improvise using one note. o **Silver** – Improvise using two notes. o **Gold** – Improvise using three notes. • **Classroom Jazz 2** – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).	• Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians

Composition

	Skills	Knowledge
EYFS	• Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Adding a 2-note melody to the rhythm of the words. • Playing with two pitched notes to invent musical patterns.	• To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures.
Year 1	• Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary.	• Composing is like writing a story with music. • Everyone can compose.
Year 2	• Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary.	• Composing is like writing a story with music. • Everyone can compose.
Year 3	• Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)
Year 4	• Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)
Year 5	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol
Year 6	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol

Performance

	Skills	Knowledge
EYFS	• 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.	• A performance is sharing music.
Year 1	• Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.	• A performance is sharing music with other people, called an audience.
Year 2	• Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.	• 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.
Year 3	• 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.	• Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • 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 • It involves communicating feelings, thoughts and ideas about the song/music
Year 4	• To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • 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.	• Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • 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 • It involves communicating feelings, thoughts and ideas about the song/music
Year 5 **Year 6**	• 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…?"	• Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • 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