



Crossflatts Music Curriculum- Performance

Performance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.	instrument sound pulse song	high low loud soft fast slow long short song practise rehearse present	melody, high low loud soft fast slow long short beat practise rehearse present	dynamics tempo melody harmony high low beat piece audience practise rehearse present	dynamics tempo melody harmony high low accompaniment piece audience practise rehearse present	pitch dynamics tempo melody harmony high low accompaniment mood texture structure beat audience practise rehearse present	pitch dynamics tempo melody harmony high low accompaniment mood texture structure beat audience practise rehearse present
N.C. Objectives	To perform solo and or in groups. To internalises music,(e.g. sing songs inside his or her head).	To perform in a group/ensemble.	To perform in a group/ensemble.	To perform in a group/ensemble using more musical notes, dynamics and tempo.	To perform in a group/ensemble using more musical notes, dynamics and tempo.	To perform in a group/ensemble using more musical notes, dynamics and tempo. Children can make links with history and styles taught alongside this and showing this in performances.	To perform in a group/ensemble using more musical notes, dynamics and tempo. Children can make links with history and styles taught alongside this and showing this in performances.
Key Learning/ Evidence of working at the expected standard	Perform together, following simple instructions. Express whether or not they like a sound and why. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Changes some or all of the words of a song.	Perform together and follow instructions that combine the musical elements. Choose sounds, and instruments carefully and make improvements to their own and others' work. With support, can work with a group to form an ensemble. Usually start and end their music together with the group. Follow the conductor when prompted. Perform to others with some confidence and understanding of the audience. With support, can contribute some discussion points after	Perform together and Follow instructions that combine the musical elements. Choose sounds, and instruments carefully and make improvements to their own and others' work. Work together as part of an ensemble. Start and end their music together. Try to follow the conductor. Perform what they have learnt with other people. They can play their instrument, improvise and play their composition as part of a performance, with as much confidence as possible.	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Recognise how music can reflect different intentions. Usually work in a group needs reminders to follow a conductor. With support, can sing with a large group. Sometimes perform what they have learnt. Show control of voices with the support of an adult.	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Recognise how music can reflect different intentions. Work together as part of a group and follow a conductor. Sing with a large group ensuring pitch and tune are accurate. Perform what they have learnt to other people by themselves and/or with others. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit everything	Present performances effectively with awareness of audience, venue and occasion. Improve their work through analysis, evaluation and comparison. With some support, present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. Sometimes perform what they have learnt to an audience. Know that practise and rehearsing enhance the performance. Make links with history and style in performances heard.	Present performances effectively with awareness of audience, venue and occasion. Improve their work through analysis, evaluation and comparison. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. Can play improvisations and compositions as part of their performances, practise, rehearse and present performances with an awareness of the audience and with confidence. Offer helpful feedback and comments to other performances, using vocabulary taught.



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	Has strong preferences for songs he or she likes to sing and/or listen to	watching a recording of a performance.	<p>Practise, rehearse and present performance with an awareness of the audience.</p> <p>Watch a recording and discuss the performance, can offer helpful and thoughtful comments and feedback about others.</p>		<p>they have learnt should fit together.</p> <p>Practise, rehearse and present performances with an awareness of the audience.</p> <p>Communicate ideas, thoughts and feelings through simple musical demonstrations.</p> <p>Offer helpful and thoughtful comments and feedback to others after watching a performance or recording.</p>		
Possible evidence of greater depth understanding	<p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, e.g. sings songs inside his or her head.</p>	<p>Work together as part of an ensemble.</p> <p>Start and end their music together.</p> <p>Tries to follow the conductor.</p> <p>Perform what they have learnt with other people.</p> <p>They can play their instrument, improvise and play their composition as part of a performance, with as much confidence as possible.</p> <p>Practise, rehearse and present performance with an awareness of the audience.</p>	<p>Create a group and make music together.</p> <p>Always follow conductor.</p> <p>Lead a small group.</p> <p>Listen to and compare others performances using musical vocabulary such as dynamics and pitch.</p> <p>Evaluate their own performance.</p>	<p>Work together as part of a group and follow a conductor.</p> <p>Sing with a large group ensuring pitch and tune are accurate.</p> <p>Perform what they have learnt to other people by themselves and/or with others.</p> <p>Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit everything they have learnt should fit together.</p> <p>Practise, rehearse and present performances with an awareness of the audience.</p>	<p>Independently sing a song finding the correct pitch and tune.</p> <p>Self-identify control of voice and identify areas to fix.</p> <p>Evaluate their performance and identify areas for improvement and justify this.</p> <p>Compare performances and discuss the differences using musical vocabulary.</p>	<p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</p> <p>Can play improvisations and compositions as part of their performances.</p> <p>Practise, rehearse and present performances with an awareness of the audience and with confidence.</p> <p>Offer helpful feedback and comments to other performances, using vocabulary taught</p>	<p>Can independently present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</p> <p>Can evaluate others' performances and justify their decisions and comments.</p>