



Music Progression of Skills (Charanga Music Scheme) Aims

The national curriculum for music aims to ensure that all pupils: 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS

In the EYFS statutory framework it states in the area of Expressive Art and Design: ‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.’

ELG: Being Imaginative and Expressive. By the end of Reception, 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.

Key stage 1

Pupils should be taught to:

- 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

Key Stage 2

Aims: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 interrelated 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



EYFS- Reception	
Listen and Appraise	
<p>Knowledge To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.</p>	<p>Skills To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars</p>
To Explore and Create Music	
<p>Knowledge 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.</p>	<p>Skills There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: Activity A Games Track 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. Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Activity D Create Your Own Sounds 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. Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>
Singing	
<p>Knowledge To sing or rap nursery rhymes and simple songs from memory. Songs have sections.</p>	<p>Skills To sing along with a pre-recorded song and add actions. To sing along with the backing track.</p>
Share and Perform	
<p>Knowledge A performance is sharing music.</p>	<p>Skills 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.</p>



Year 1	
Listen and Appraise	
<p>Knowledge To know 5 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.</p>	<p>Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>
Singing	
<p>Knowledge To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>Skills 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.</p>
Playing	
<p>Knowledge 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.</p>	<p>Skills 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.</p>
Improvisation	
<p>Knowledge 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!</p>	<p>Skills Use the improvisation tracks provided. Improvise using the three challenges: 1.Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3.Improvise! – Take it in turns to improvise using one or two notes.</p>
Composition	
<p>Knowledge Composing is like writing a story with music. Everyone can compose.</p>	<p>Skills 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.</p>
Performance	
<p>Knowledge A performance is sharing music with other people, called an audience</p>	<p>Skills 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.</p>



Year 2	
Listen and Appraise	
Knowledge 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.	Skills 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.
Singing	
Knowledge 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	Skills 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
Playing	
Knowledge 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.	Skills 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.
Improvisation	
Knowledge 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	Skills Use the improvisation tracks provided. Improvise using the three challenges: 1. 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.
Composition	
Knowledge Composing is like writing a story with music. Everyone can compose.	Skills 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.
Performance	
Knowledge 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.	Skills 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



Year 3

Listen and Appraise

Knowledge

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:

Its lyrics: what the song is about

Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)

Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song

Skills

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.

Singing

Knowledge

To know and be able to talk about:

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

Skills

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.

Playing

Knowledge

To know and be able to talk about:

The instruments used in class (a glockenspiel, a recorder)

Skills

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.

Improvisation

Knowledge

To know and be able to talk about improvisation: 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

Skills

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:



<p>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</p>	<p>Bronze Challenge: Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improve! – Take it in turns to improvise using one note. Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improve! – Take it in turns to improvise using one or two notes. Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improve! – Take it in turns to improvise using three different notes.</p>
<p>Composition</p>	
<p>Knowledge To know and be able to talk about: 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.)</p>	
<p>Performance</p>	
<p>Knowledge To know and be able to talk about: 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</p>	<p>Skills 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>



Year 4

Listen and Appraise

Knowledge

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:
 Some of the style indicators of that song (musical characteristics that give the song its style).
 The lyrics: what the song is about.
 Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
 Identify the main sections of the song (introduction, verse, chorus etc).
 Name some of the instruments they heard in the song.

Skills

To confidently identify and move to the pulse.
 To talk about the musical dimensions working together in the Unit songs eg 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.

Singing

Knowledge

To know and be able to talk about:
 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

Skills

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.

Playing

Knowledge

To know and be able to talk about:
 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.

Skills

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.



Improvisation	
<p>Knowledge To know and be able to talk about improvisation: 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</p>	<p>Skills Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Bronze Challenge: ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.</p>
Composition	
<p>Knowledge To know and be able to talk about: 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.)</p>	<p>Skills 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).</p>
Performance	
<p>Knowledge To know and be able to talk about: 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</p>	<p>Skills 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.</p>



Year 5

Listen and Appraise

<p>Knowledge 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: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time?</p>	<p>Skills 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.</p>
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Singing

<p>Knowledge 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: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice</p>	<p>Skills 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 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’.</p>
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Playing

<p>Knowledge To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Skills 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.</p>
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Improvisation	
<p>Knowledge To know and be able to talk about improvisation: 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</p>	<p>Skills 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. 1. Play and Copy Back ◦ Bronze – Copy back using instruments. Use one note. ◦ Silver – Copy back using instruments. Use the two notes. ◦ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ◦ Bronze – Question and Answer using instruments. Use one note in your answer. ◦ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ◦ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ◦ Bronze – Improvise using one note. ◦ Silver – Improvise using two notes. ◦ 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)</p>
Composition	
<p>Knowledge To know and be able to talk about: 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</p>	<p>Skills 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).</p>
Performance	
<p>Knowledge To know and be able to talk about: 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</p>	<p>Skills 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>



Year 6	
Listen and Appraise	
<p>Knowledge 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: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity</p>	<p>Skills 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.</p>
Singing	
<p>Knowledge 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: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice</p>	<p>Skills 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’.</p>
Playing	
<p>Knowledge To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols</p>	<p>Skills Play a musical instrument with the correct technique within the context of the Unit song.</p>



<p>The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>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.</p>
<h3>Improvisation</h3>	
<p>Knowledge To know and be able to talk about improvisation: 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</p>	<p>Skills 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. 1. Play and Copy Back ◦ Bronze – Copy back using instruments. Use one note. ◦ Silver – Copy back using instruments. Use the two notes. ◦ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ◦ Bronze – Question and Answer using instruments. Use one note in your answer. ◦ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ◦ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ◦ Bronze – Improvise using one note. ◦ Silver – Improvise using two notes. ◦ 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)</p>
<h3>Composition</h3>	
<p>Knowledge To know and be able to talk about: 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</p>	<p>Skills 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)</p>
<h3>Performance</h3>	
<p>Knowledge To know and be able to talk about: 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</p>	<p>Skills 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>

Chambersbury Primary School

