

Music At Fawkham CEP School



Intent

Children here at Fawkham have a firm start to music and musical experiences. We, through ongoing assessment, ensure that children have opportunities to develop from these starting points and enrich their musical experiences. We feel that our approach to Music through the scheme "Kapow Primary", is supportive to our Christian Vision "John Chapter 10 Verse 10 I came that you may have life; life in all its fullness" and links to our school development plan (Quality of education, point 1- Develop further our curriculum so that it finely tailored and designed to reflect the context of our Fawkham Family, with a clear focus on sequencing learning and the gaining of substantive and disciplinary knowledge in each subject area. Our intention is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. We include our children in our development of Music, by inviting them to complete pupil voice. From this we strive to develop their interests in Music further. The Music curriculum introduces children to Music around the world and across generations, teaching children to respect (one of Core Christian Values) and appreciate the Music of all traditions and communities.

Children have access to a peripatetic violin teacher through the Kent Music Plus program throughout lower KS2 by means of weekly lessons every term. Children have the opportunity to continue their instrumental learning into upper KS2 if they wish. A violin concert is performed each year to present and perform for the children and families of our school. Children are taught to care, respect and take responsibility for their violins during their lessons. Within their class lessons, children have the opportunity to perform in front of small groups, assemblies and parents/carers. Children are encouraged to be respectful and honest in giving praise and constructive criticism in reflection to performances being performed.

Our children with musical talent are identified through various means including polls and auditions. These talents are then nurtured through sign posting musical opportunities for these children, such as musical summer camps, musical theatre scholarship opportunities. In addition their talents are celebrated through performance opportunities such as in assemblies, church services and class productions. This ensures that the needs of these children are facilitated.

The Kapow Primary Scheme is used to support our non-specialist music teachers in delivering a full, broad and balanced curriculum. It enables children to meet their end of Key Stage attainment targets outlined in the National Curriculum and the aims of the scheme align with those in the National Curriculum. This is supplemented with other musical experiences, for our children, to enhance other curriculum areas. We give children numerous performance opportunities include class assemblies, shows, church services, violin concerts, Fawkham has got Talent, entertaining the elderly at Russell Court Nursing Home, Longfield Music Festival and Young Voices. Children experience at least two trips during their time here to experience musical theatre or live theatre. Children are also introduced to composers on a daily basis during our Worship and in class. We use the Model Music Curriculum for guidance on our composers chosen.

We are at the beginning of our journey with the scheme Kapow Primary for Music and we have plans to implement more tuned instrumental opportunities and experiences for our children. This has come through the children's interests through pupil voice, and we feel that it is important that we act upon their requests where possible.

Implementation

Our reason for choosing Kapow Primary's Music Scheme, is because it is fully National Curriculum compliant and it takes a holistic approach to Music, in which the individual strands of performing, listening, composing, the history of music and the inter-related dimensions of music are woven together to create engaging and enriching learning experiences.

Throughout the units these strands are combined in a cross curricular way to captivate pupils imagination therefore make links throughout. Over the course of the scheme, children are taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvisations and compositions.

<u>https://www.kapowprimary.com/wp-content/uploads/2020/11/Copy-of-National-Curriculum-mapping-Music20.09.22.pdf</u> This is the link where you can view where the units covers the National curriculum. Our progression of skills are mapped out below in the table along with the Year groups and units covered by each class over a two year cycle. Year R cover the same each year. This year we are on cycle B For 2022-2023.

In each lesson, children will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons are "hands on" and incorporate movement and dance elements, as well as cross curricular links.

Differentiated guidance is available for every lesson to ensure that it can be accessed by all, for SEND as well as opportunities to stretch more able pupils. Knowledge organisers are available for teachers to use and they are adapted to be in line with our school.

Strong subject knowledge is key for our teachers and with Kapow primary there is a lot of support provided and videos to demonstrate how skills are effectively taught.

We aim to teach music weekly here at Fawkham, ensuring that KS1 and KS2 have a quality 1 hour lesson. When the opportunity for a performance arises in a unit we perform to another class and our Headteacher, or a part of Class assembly where parents are invited. We keep parents informed about what we are learning in Music each week and as a result we have had some great feedback and possible volunteering opportunities from them.

We are also looking into having private tuition 1-1 and/or groups for Guitar being available for parents to sign up to as an extra music opportunity. We to aim to instil a love for instruments and then hopefully this will lead to pupils completing graded examinations which will come in useful in their future education. We are also very fortunate to have a parent volunteer who has a Musical background, who has agreed to teach recorder to KS1 and KS2 children during two lunchtimes a week. This will be available in the new academic year 2022-23.

Impact

The impact that the Kapow Primary Music scheme can be constantly monitored through both summative and formative assessment opportunities. Each lesson provides guidance to support teachers in assessing pupils against the learning objectives and at the end of unit there is often a performance element where teachers can make a summative assessment of pupils learning. The knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging a recall of practical skills, key knowledge and vocabulary. The way that the music scheme has been created is in spiral curriculum, which ensures that topics are repeated and revised and increases in difficulty. New learning is linked throughout to previous learning from Year R-6. This enables students to build on their musical knowledge enabling their musical competence.

After the implementation of teaching the Kapow Primary music scheme, pupils should leave Fawkham CEP School equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate Music throughout their lives.

The expected impact of following the Kapow Primary Music Scheme of work that that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.

- Understand the ways in which music can be written down to supports performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and to able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for Music.

The table below shows the overview of our Music Curriculum and the two year cycle from Year 1-6. It also shows the listening, composing and performing skills that are taught and learnt in each topic, showing the key skills taught in the units.

skills that ar Year	Term 1	Term 2	ey skills taught in the uni Term 3	ts. Term 4	Term 5	Term 6
Year R	Nursery Rhymes/	<u>Celebration music</u>	Music and	Musical stories	Transport	Big band
(1)	Number songs	<u>(Year R)</u>	movement	<u>(Year R)</u>	Year R	(Year R)
	Exploring sound		(Year R)			
	(Year R)	Listening		Listening	Listening	Listening
		Responding to	Listening	Responding to	Responding to	Exploring the story
	Listening	music with	Responding to music	music with	music with	behind the lyrics or music
	Responding to music with	movement, altering it to reflect the	with movement, altering it to reflect	movement, altering it to reflect the	movement, altering it to	
	movement, altering	tempo, dynamics or	the tempo, dynamics	tempo, dynamics or	reflect the	Listening to and
	it to reflect the	pitch of the music.	or pitch of the music.	pitch of the music.	tempo, dynamics	following a beat using
	tempo, dynamics or	I	1	I	or pitch of the	body percussion and
	pitch of the music.	Exploring lyrics by	Exploring lyrics by	Exploring lyrics by	music.	instruments.
		suggesting	suggesting	suggesting		
	Listening to and	appropriate actions.	appropriate actions.	appropriate actions.	Exploring lyrics	Considering whether a
	following a beat				by suggesting	piece of music has a fast,
	using body percussion and	Exploring the story behind the lyrics or	Exploring the story behind the lyrics or	Exploring the story behind the lyrics or	appropriate actions.	moderate or slow tempo.
	instruments.	music	music	music	actions.	Listening to sounds and
	mou uniento.	music	music	music		matching to the object or
	Considering	Listening to and	Listening to and	Considering	Listening to and	instrument.
	whether a piece of	following a beat	following a beat using	whether a piece of	following a beat	
	music has a fast,	using body	body percussion and	music has a fast,	using body	Listening to sounds and
	moderate or slow	percussion and	instruments.	moderate or slow	percussion and	identifying high and low
	tempo.	instruments.		tempo.	instruments.	pitch.
	Listoning to sounds	Listening to sounds	Considering whether a piece of music has a	Listening to sounds	Considering	Understanding that
	Listening to sounds and matching to the	and matching to the	fast, moderate or slow	and matching to the	whether a piece	different instruments
	object or	object or instrument.	tempo.	object or	of music has a	make different sounds and
	instrument.		tempor	instrument.	fast, moderate or	grouping them
		Listening to and	Listening to sounds		slow tempo.	accordingly.
	Listening to sounds	repeating a simple	and identifying high	Listening to sounds		
	and identifying high	rhythm.	and low pitch.	and identifying	Listening to and	Composing
	and low pitch.		* •	high and low pitch.	repeating simple	Playing untuned
	The demotes all and the st	Listening to and	Listening to and	Tintania da and	lyrics.	percussion 'in time' with
	Understanding that different	repeating simple lyrics.	repeating simple lyrics.	Listening to and repeating simple	Composing Experimenting	a piece of music. Selecting classroom
	instruments make	Understanding that	Composing	lyrics.	with body	objects to use as
	different sounds and	different	Experimenting with	1911001	percussion and	instruments.
	grouping them	instruments make	body percussion and	Understanding that	vocal sounds to	
	accordingly.	different sounds and	vocal sounds to	different	respond to	Selecting appropriate
	<u>Composing</u>	grouping them	respond to music.	instruments make	music.	instruments to represent
	Experimenting with			different sounds		action and mood.
	body percussion and vocal sounds to	Composing Playing untuned	Performing	and grouping them accordingly.	Experimenting	
		percussion 'in time'	Using their voices to	<u>Composing</u>	with playing	Experimenting with
	respond to music.	with a piece of	join in with well-	Experimenting	instruments in	playing instruments in
	F • • • • •	music.	known songs from memory	with body	different ways	different ways
	Experimenting with playing instruments	Selecting classroom		percussion and	Performing	
	in different ways	objects to use as	Moving to music with	vocal sounds to	<u>i choming</u>	Performing
	in onterent ways	instruments.	instruction to perform	respond to music.	Remembering	Using their voices to join in with well-known songs
	Performing	Experimenting with body percussion and	actions		and maintaining	from memory
	Remembering and	vocal sounds to	Dontinin - tim - ti	Selecting	their role within	ii oin monior y
	maintaining their	respond to music.	Participating in performances to a	appropriate	a group	
	role within a group	respond to music.	small audience	instruments to	performance	Remembering and
	performance	Selecting		represent action and mood.	Moving to music	maintaining their role
	Stopping and	appropriate	Stopping and starting	anu moou.	with instruction	within a group
	starting playing at	instruments to	playing at the right	Experimenting	to perform	performance
	the right time.	represent action and	time.	with playing	actions	Participating in
	-	mood.		instruments in		performances to a small
				different ways	Participating in	audience
		Performing			performances to	
		Using their voices to		<u>Performing</u>	a small audience	Stopping and starting
		join in with well- known songs from		Using their voices to join in with	Stopping and	playing at the right time.
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				appropriate.		
				Charles hash shart		
				Singing back short		
				melodic patterns by		
				ear and playing		
				short melodic		
				patterns from letter		
				notation.		
				A		
Veen 1/2	Domonia timbro	Veeel and hedre	Marstool Veesbalerry	Assessment	West African	Mutha and laganda
Year 1/2 Cycle B	<u>Dynamics, timbre,</u> <u>temp, and motifs</u>	Vocal and body	Musical Vocabulary	<u>Timbre and</u> <u>rhythmic patterns</u>	West African	Myths and legends
Cycle D	(Theme- Space)	<u>sounds</u> (Theme- By the	(Under the sea) (Year 1)	<u>(Theme-</u>	<u>call and</u> response song	(Year 2) Listening
	(Year 2)	<u>(Theme- By the</u> Sea)	Listening	<u>Fairytales</u>	<u>(Theme-</u>	Recognising timbre
	Listening	(Year 1)	Recognising and	(Year 1)	<u>Animals)</u>	changes in music they
	Recognising timbre	Listening	understanding the	Listening	(Year 2)	listen to.
	changes in music	Understanding that	difference between	Recognising and	Listening	
	they listen to.	different types of	pulse and rhythm.	understanding the	Recognising	Recognising structural
	-	sounds are called	- •	difference between	timbre changes	features in music they
	Recognising	timbres.	Understanding that	pulse and rhythm.	in music they	listen to.
	structural features in		different types of		listen to.	
	music they listen to.	Recognising basic	sounds are called	Understanding that		Listening to and
		tempo, dynamic and	timbres.	different types of	Recognising	recognising
	Listening to and	pitch changes		sounds are called	structural	instrumentation.
	recognising		Recognising basic	timbres.	features in music	
	instrumentation.	Describing the	tempo, dynamic and		they listen to.	Beginning to use musical
		character, mood, or	pitch changes	Recognising basic		vocabulary to describe
	Beginning to use	'story' of music		tempo, dynamic	Listening to and	music.
	musical vocabulary	they listen to	Describing the	and pitch changes	recognising	
	to describe music.	(verbally or through	character, mood, or		instrumentation.	Suggesting improvements
		movement)	'story' of music they	Describing the		to their own and others'
	Suggesting		listen to (verbally or	character, mood,	Beginning to use	work.
	improvements to	Describing the	through movement)	or 'story' of music	musical	Composing
	their own and	differences between		they listen to	vocabulary to	Selecting and creating
	others' work.	two pieces of music.	Describing the	(verbally or	describe music.	longer sequences of
			differences between	through	Listening to and	appropriate sounds with
	<u>Composing</u>		two pieces of music.	movement)	repeating a short,	voices or instruments to

Zear 3/ 4 Cycle A	Body and tuned percussion (Theme: <u>Rainforest)</u> Year 4	(Violin lessons with Mrs Norris)Kent Music Hub	<u>Changes in pitch,</u> <u>tempo and dynamics</u> <u>(Theme- Rivers)</u> <u>Year 4</u>	(Violin lessons with Mrs Norris)Kent Music Hub	instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Assessment Developing singing techniques (Theme- The Vikings) Year 3	(Violin lessons with Mrs Norris)Kent Music Hub
	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. <u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate.	Expressing a basic opinion about music (like/dislike) Listening and responding to other performers by playing as part of a group. <u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. <u>Performing</u> Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Listening and responding to other performers by playing as part of a group. Composing Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. <u>Performing</u> Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Describing the differences between two pieces of music.Listening to and repeating short, simple rhythmic patterns.Listening and responding to other performers by playing as part of a group.Composing Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.Combining instrumental and vocal sounds within a given structure.Choosing dynamics, tempo and timbre for a piece of music.Performing using their voices expressively to speak and chant.Copying back short rhythmic and melodic phrases on percussion instruments.Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	simple melody by ear Suggesting improvements to their own and others' work. Composing Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. <u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy.	represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. <u>Performing</u> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.

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(Violin lessons with	(Violin lessons with	(Violin lessons	Violin Performance to
Mrs Norris)Kent	Mrs Norris)Kent	with Mrs	whole school and
Music Hub	Music Hub Listening	Norris)Kent Music Hub	parents
Listening	Recognising the use	Listening	
Recognising the use	and development of	Understanding	
and development of	motifs in music.	that music from	
motifs in music.		different parts of	
	Identifying gradual	the world, and	
Identifying gradual	dynamic and tempo	different times,	
dynamic and tempo	changes within a piece	has different	
changes within a	of music.	features.	
piece of music.	Decemising and	Decomising and	
Recognising,	Recognising and discussing the stylistic	Recognising and explaining the	
naming and	features of different	changes within a	
explaining the effect	genres, styles and	piece of music	
of the interrelated	traditions of music	using musical	
dimensions of	using musical	vocabulary.	
music.	vocabulary.		
		Beginning to	
Identifying scaled	Recognising, naming	show an	
dynamics	and explaining the	awareness of	
(crescendo/decresce ndo) within a piece	effect of the interrelated	metre.	
of music.	dimensions of music.	Beginning to use	
or music.	dimensions of music.	musical	
Using musical	Identifying scaled	vocabulary	
vocabulary to	dynamics	(related to the	
discuss the purpose	(crescendo/decrescend	inter-dimensions	
of a piece of music.	o) within a piece of	of music) when	
	music.	discussing	
Using musical	TT · · · 1	improvements to	
vocabulary when discussing	Using musical vocabulary to discuss	their own and others' work.	
improvements to	the purpose of a piece	others work.	
their own and	of music.		
others' work.			
	Using musical		
	vocabulary when	<u>Composing</u>	
Composing	discussing	Composing a	
Composing a	improvements to their	piece of music in	
coherent piece of music in a given	own and others' work.	a given style with voices and	1
style with voices,	Composing	instruments.	
bodies and	Composing a coherent	instruments.	
instruments.	piece of music in a	Combining	
	given style with	melodies and	
Developing	voices, bodies and	rhythms to	
melodies using	instruments.	compose a multi-	
rhythmic variation,		layered	
transposition,	Beginning to	composition in a given style	
inversion, and looping.	improvise musically within a given style.	(pentatonic).	
iooping.	within a given style.	(pentatome).	
Creating a piece of	Developing melodies	Using letter name	2
music with at least	using rhythmic	and rhythmic	
four different layers	variation,	notation (graphic	
and a clear structure.	transposition,	or staff), and key	
	inversion, and	musical	
Suggesting	looping.	vocabulary to label and record	
improvements to	Using letter name,	their	
others work, using	graphic and rhythmic	compositions.	
musical vocabulary.	notation and musical	compositions.	
	vocabulary to label	Performing	
Performing	and record their	Singing songs in	
Singing and playing	compositions.	a variety of	
in time with peers		musical styles	
with accuracy and	<u>Performing</u>	with accuracy	
awareness of their	Singing longer songs	and control,	
part in the group performance.	in a variety of musical styles from memory,	demonstrating developing vocal	
performance.	with accuracy,	technique.	
Playing melody	control, fluency and a	coninque.	
parts on tuned	developing sense of		
		•	

			-			
	instruments with		expression including		Singing and	
	accuracy and control		control of subtle		playing in time	
	and developing		dynamic changes.		with peers, with	
	instrumental		dynamic changes.		some degree of	
	technique.					
	technique.		Singing and playing in		accuracy and	
			time with peers with		awareness of	
			accuracy and		their part in the	
			awareness of their part		group	
			in the group		performance.	
			performance.			
					Performing from	
					basic staff	
					notation,	
					incorporating	
					rhythm and pitch	
					and able to	
					identify these	
					symbols using	
					musical	
					terminology.	
Year 3/ 4	Ballads	(Violin lessons	Pentatonic melodies		Adapting and	
Cycle B	(Year 3)	with Mrs Norris)	and composition	(Violin lessons	transposing	(Violin lessons with Mrs
	(Violin lessons with	Kent Music Hub	(Theme- CNY)	with Mrs Norris)	motifs	Norris) Kent Music
	Mrs Norris)Kent		(Year 3)	Kent Music Hub	(Theme-	Hub
	Music Hub		(Violin lessons with		Romans)	
	Listening		Mrs Norris) Kent		<u>(Year 4)</u>	
	Discussing the		Music Hub		(Violin lessons	
	stylistic features of		Listening		with Mrs	
	different genres,		Discussing the		Norris) Kent	
					Music Hub	
	styles and traditions		stylistic features of			
	of music using		different genres, styles		Listening	
	musical vocabulary		and traditions of		Recognising the	
			music using musical		use and	
	Recognising and		vocabulary		development of	
	explaining the				motifs in music.	
	changes within a		Understanding that			
	piece of music using		music from different			
	musical vocabulary		parts of the world, and		Identifying	
	Describing the		different times, has		gradual dynamic	
	timbre, dynamic,		different features.		and tempo	
	and textural details				changes within a	
	of a piece of music,		Recognising and		piece of music.	
	both verbally, and		explaining the		1	
	through movement.		changes within a piece		Identifying	
	unough movement.		of music using		common features	
	Beginning to show		musical vocabulary.		between different	
	an awareness of		musical vocabulary.		genres, styles and	
			Describing the timbre		traditions of	
	metre.		Describing the timbre,		music.	
	Paginning to		dynamic, and textural		music.	
	Beginning to use		details of a piece of		D	
	musical vocabulary		music, both verbally,		Recognising,	
	(related to the inter-		and through		naming and	
	dimensions of		movement.		explaining the	
	music) when		D · · · ·		effect of the	
	discussing		Beginning to show an		interrelated	
	improvements to		awareness of metre.		dimensions of	
	their own and				music.	
	others' work.		Beginning to use			
			musical vocabulary		Identifying	
	Composing		(related to the inter-		scaled dynamics	
	Composing a piece		dimensions of music)		(crescendo/decres	
	of music in a given		when discussing		cendo) within a	
	style with voices		improvements to their		piece of music.	
	and instruments.		own and others' work.		*	
	Performing				Using musical	
	Singing songs in a		Composing		vocabulary to	
	variety of musical		Combining melodies		discuss the	
	styles with accuracy		and rhythms to		purpose of a	
	and control,		compose a multi-		piece of music.	
	demonstrating		layered composition			
	developing vocal		in a given style		Using musical	
	technique.		(pentatonic).		vocabulary when	
					discussing	

Singing and playing	Using letter name and	improvements to
in time with peers,	rhythmic notation	their own and
with some degree of	(graphic or staff), and	others' work.
accuracy and	key musical	
awareness of their	vocabulary to label	Composing
part in the group	and record their	Composing a
performance.	compositions.	coherent piece of
		music in a given
	Suggesting and	style with voices,
	implementing	bodies and
	improvements to their	instruments.
	own work, using	
	musical vocabulary.	Beginning to
		improvise
	Performing	musically within
	Singing and playing in	a given style.
	time with peers, with	a given style.
	some degree of	Developing
	accuracy and	melodies using
		rhythmic
	awareness of their part	-
	in the group	variation,
	performance.	transposition,
		inversion, and
	Performing from basic	looping.
	staff notation,	
	incorporating rhythm	
	and pitch and able to	Using letter
	identify these symbols	name, graphic
	using musical	and rhythmic
	terminology.	notation and
		musical
		vocabulary to
		label and record
		their
		compositions.
		compositions.
		Succession -
		Suggesting
		improvements to
		others work,
		using musical
		vocabulary.
		Performing
		Singing longer
		songs in a variety
		of musical styles
		from memory,
		with accuracy,
		control, fluency
		and a developing
		sense of
		expression
		including control
		of subtle dynamic
		changes.
		O the second s
		Singing and
		playing in time
		with peers with
		accuracy and
		awareness of
		their part in the
		group
		performance.
		Playing melody
		parts on tuned
		instruments with
		accuracy and
		control and
		developing
		instrumental
1		technique

'ear 5/ 6 Cycle A	<u>Film Music</u> (Year 6)	Composition notation	Musical theatre (Year 5)	Theme and variation	Songs of WW2 (Year 6)	<u>Composing &</u> performing a leavers
	Listening Recognising and	(Theme- Ancient Egyptians)	Listening Recognising and	(Theme-Pop Art) (Year 6)	Listening Discussing	(Year 6)
	confidently	Year 5	confidently discussing	Listening	musical eras in	Listening
	discussing the	Listening	the stylistic features of	Discussing musical	context,	Recognising and
	stylistic features of	Representing the	different genres, styles	eras in context,	identifying how	confidently discussing
	music and relating it	features of a piece	and traditions of	identifying how	they have	stylistic features of mus
	to other aspects of	of music using	music using musical	they have	influenced each	and relating it to other
	the Arts	graphic notation, and colours,	vocabulary.	influenced each other, and	other, and discussing the	aspects of the Arts
	Representing	justifying their	Comparing,	discussing the	impact of	Identifying the way that
	changes in pitch,	choices with	discussing and	impact of different	different	features of a song can
	dynamics and	reference to musical	evaluating music	composers on the	composers on the	complement one anoth
	texture using graphic notation,	vocabulary.	using detailed musical vocabulary.	development of musical styles	development of musical styles	to create a coherent overall effect.
	justifying their	Developing				
	choices with	confidence in using	Developing	Recognising and	Recognising and	Use musical vocabular
	reference to musical	detailed musical	confidence in using	confidently	confidently	correctly when describ
	vocabulary.	vocabulary (related	detailed musical	discussing the	discussing the	and evaluating the
	Identifying the year	to the inter-related dimensions of	vocabulary (related to the inter-related	stylistic features of music and relating	stylistic features of music and	features of a piece of music.
	Identifying the way that features of a	music) to discuss		it to other aspects		music.
	song can	and evaluate their	dimensions of music) to discuss and	of the Arts	relating it to other aspects of	Evaluating how the
	complement one	own and others'	evaluate their own and	of the Arts	the Arts	venue, occasion and
	another to create a	work.	others' work.	Representing	the Arts	purpose affects the wa
	coherent overall	work.	others work.	changes in pitch,	Representing	piece of music sounds
	effect.	Composing	Composing	dynamics and	changes in pitch,	piece of music sounds
		Composing a	Composing a detailed	texture using	dynamics and	Composing
	Use musical	detailed piece of	piece of music from a	graphic notation,	texture using	Improvising coherently
	vocabulary correctly	music from a given	given stimulus with	justifying their	graphic notation,	and creatively within a
	when describing and	stimulus with	voices, bodies and	choices with	justifying their	given style, incorporat
	evaluating the	voices, bodies and	instruments (Remix,	reference to	choices with	given features.
	features of a piece of	instruments (Remix,	Colours, Stories,	musical	reference to	
	music.	Colours, Stories,	Drama).	vocabulary.	musical	Composing a multi-
		Drama).			vocabulary.	layered piece of music
	Evaluating how the		Selecting, discussing	Identifying the		from a given stimulus
	venue, occasion and	Improvising	and refining musical	way that features	Identifying the	with voices, bodies and
	purpose affects the	coherently within a	choices both alone	of a song can	way that features	Instruments.
	way a piece of	given style.	and with others, using	complement one	of a song can	.
	music sounds.		musical vocabulary with confidence.	another to create a	complement one	Composing an origina
	Confidently using	Using staff notation to record rhythms	with confidence.	coherent overall effect.	another to create a coherent overall	song, incorporating ly writing, melody writin
	Confidently using detailed musical	and melodies.	Suggesting and	enect.	effect.	and the composition of
	vocabulary (related	and meroures.	demonstrating	Use musical	enect.	accompanying feature
	to the inter-related	Selecting,	improvements to own	vocabulary	Evaluating how	within a given structur
	dimensions of	discussing and	and others' work.	correctly when	the venue,	within a given structur
	music) to discuss	refining musical	und others work.	describing and	occasion and	Recording own
	and evaluate their	choices both alone		evaluating the	purpose affects	composition using
	own and others	and with others,	Performing	features of a piece	the way a piece	appropriate forms of
	work.	using musical	Singing songs in two	of music.	of music sounds.	notation and/or
	Composing	vocabulary with	or more parts, in a			technology and
	Improvising	confidence.	variety of musical	Confidently using	Composing	incorporating.
	coherently and		styles from memory,	detailed musical	Developing	
	creatively within a	Suggesting and	with accuracy,	vocabulary (related	melodies using	Constructively critique
	given style,	demonstrating	fluency, control and	to the inter-related	rhythmic	their own and others'
	incorporating given	improvements to	expression.	dimensions of	variation,	work, using musical
	features.	own and others'		music) to discuss	transposition and	vocabulary.
	Decending	work.	Working as a group to	and evaluate their	changes in	Performing
	Recording own	Danformin -	perform a piece of	own and others work.	dynamics, pitch and texture.	Singing songs in two o
	composition using appropriate forms of	Performing Singing songs in	music, adjusting dynamics and pitch	WORK. Composing	Performing	more secure parts from memory, with accurac
	notation and/or	two or more parts,	according to a graphic	Improvising	Singing songs in	fluency, control and
	technology and	in a variety of	score, keeping in time	coherently and	two or more	expression.
	incorporating.	musical styles from	with others and	creatively within a	secure parts from	expression.
	monporuning.	memory, with	communicating with	given style,	memory, with	Working as a group to
	Constructively	accuracy, fluency,	the group.	incorporating	accuracy,	perform a piece of mu
	critique their own	control and	0 0P.	given features.	fluency, control	adjusting the interrelat
	and others' work,	expression.			and expression.	dimensions of music a
	using musical	T. CONTRACTOR		Composing a	T	required, keeping in ti
	vocabulary.	Working as a group		multi-layered piece	Working as a	and communicating w
	Performing	to perform a piece		of music from a	group to perform	the group.
		of music, adjusting	1	given stimulus	a piece of music,	~ ·

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	Working as a group to perform a piece of	dynamics and pitch		with voices, bodies and Instruments.	adjusting the	Performing a solo or
	music, adjusting the	according to a graphic score,		and Instruments.	interrelated dimensions of	taking a leadership role within a performance.
	interrelated	keeping in time		Davaloning	music as	Performing with accuracy
	dimensions of music	with others and		Developing melodies using	required, keeping	and fluency from graphic
	as required, keeping	communicating		rhythmic variation,	in time and	and staff notation and
	in time and	with the group.		transposition and	communicating	from their own notation.
	communicating with	with the group.		changes in	with the group.	from their own notation.
	the group.	Combining		dynamics, pitch	with the group.	Performing by following
	the group.	rhythmic patterns		and texture.	Performing with	a conductor's cues and
	Performing with	(ostinato) into a		and texture.	accuracy and	directions.
	accuracy and	multi-layered		Constructively	fluency from	directions.
	fluency from	composition using		critique their own	graphic and staff	
	graphic and staff	all the inter-related		and others' work,	notation and from	
	notation and from	dimensions of		using musical	their own	
	their own notation.	music to add		vocabulary.	notation.	
	then own notation.	musical interest.		Performing	notation.	
		musical mucicst.		Singing songs in	Performing by	
				two or more secure	following a	
				parts from	conductor's cues	
				memory, with	and directions.	
				accuracy, fluency,	and uncertons.	
				control and		
				expression.		
				слртоззюн.		
				Working as a		
				group to perform a		
				piece of music,		
				adjusting the		
				interrelated		
				dimensions of		
				music as required,		
				keeping in time		
				and		
				communicating		
				with the group.		
				mui ine group.		
				Performing with		
				accuracy and		
				fluency from		
				graphic and staff		
				notation and from		
				their own notation.		
Year 5/6	Looping and	Blues	Dynamics, pitch and	Composition to	South and West	Composing &
Cycle B	remixing	(Year 5)	texture	represent the	Africa	performing a leavers'
	(Year 5)	Listening	(Theme-Coast-	festival of colour	(Year 5)	song
	Listening	Recognising and	Fingals cave by	(Theme-Holi)	Listening	(Year 6)
	Listening Recognising and	Recognising and confidently		<u>(Year 5)</u>	Recognising and	(Year 6) Listening
	Listening Recognising and confidently	Recognising and confidently discussing the	Fingals cave by Mendelssohn) (Year 6)	(Year 5) Listening	Recognising and confidently	(Year 6) Listening Recognising and
	Listening Recognising and confidently discussing the	Recognising and confidently discussing the stylistic features of	Fingals cave by <u>Mendelssohn)</u> (Year 6) Listening	(Year 5) Listening Representing the	Recognising and confidently discussing the	(Year 6) Listening Recognising and confidently discussing the
	Listening Recognising and confidently discussing the stylistic features of	Recognising and confidently discussing the stylistic features of different genres,	Fingals cave by <u>Mendelssohn)</u> (Year 6) Listening Discussing musical	(Year 5) Listening Representing the features of a piece	Recognising and confidently discussing the stylistic features	(Year 6) Listening Recognising and confidently discussing the stylistic features of music
	Listening Recognising and confidently discussing the stylistic features of different genres,	Recognising and confidently discussing the stylistic features of different genres, styles and traditions	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context,	(Year 5) Listening Representing the features of a piece of music using	Recognising and confidently discussing the stylistic features of different	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they	(Year 5) Listening Representing the features of a piece of music using graphic notation,	Recognising and confidently discussing the stylistic features of different genres, styles and	(Year 6) Listening Recognising and confidently discussing the stylistic features of music
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using	Recognising and confidently discussing the stylistic features of different genres, styles and traditions	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours,	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can
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	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation,	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing,	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours,	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect.
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their	Fingals cave by <u>Mendelssohn</u>) <u>(Year 6)</u> <u>Listening</u> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Representing changes	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Representing changes in pitch, dynamics and	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical	Fingals cave by Mendelssohn) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Representing changes in pitch, dynamics and texture using graphic	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the
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	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others'	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. <u>Composing</u> Improvising	Fingals cave by Mendelssohm) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. <u>Composing</u> Improvising coherently within a	Fingals cave by Mendelssohm) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Use musical vocabulary correctly when describing and	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. <u>Composing</u> Improvising coherently
	Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others'	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. <u>Composing</u> Improvising	Fingals cave by Mendelssohm) (Year 6) Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features	(Year 5) Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related	(Year 6) Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.

Composing a	Selecting,	Confidently using	and evaluate their	own and others'	given style, incorporating
detailed piece of	discussing and	detailed musical	own and others'	work.	given features.
music from a given	refining musical	vocabulary (related to	work.	Composing	
stimulus with	choices both alone	the inter-related	Composing	Improvising	Composing a multi-
voices, bodies and	and with others,	dimensions of music)	Composing a	coherently within	layered piece of music
instruments (Remix,	using musical	to discuss and	detailed piece of	a given style.	from a given stimulus
Colours, Stories,	vocabulary with	evaluate their own and	music from a given	G 11.1	with voices, bodies and
Drama).	confidence.	others work.	stimulus with	Combining	Instruments.
т · ·	0 1	<u>Composing</u>	voices, bodies and	rhythmic patterns	
Improvising	Suggesting and	Improvising	instruments (Remix, Colours,	(ostinato) into a	Composing an original
coherently within a given style.	demonstrating improvements to	coherently and creatively within a	Stories, Drama).	multi-layered composition	song, incorporating lyric writing, melody writing
given style.	own and others'	given style,	Stories, Drama).	using all the	and the composition of
Combining rhythmic	work.	incorporating given	Selecting,	inter-related	accompanying features,
patterns (ostinato)	work.	features.	discussing and	dimensions of	within a given structure.
into a multi-layered	Performing		refining musical	music to add	
composition using	Singing songs in	Composing a multi-	choices both alone	musical interest	Recording own
all the inter-related	two or more parts,	layered piece of music	and with others,		composition using
dimensions of music	in a variety of	from a given stimulus	using musical	Performing	appropriate forms of
to add musical	musical styles from	with voices, bodies	vocabulary with	Singing songs in	notation and/or
interest.	memory, with	and Instruments.	confidence.	two or more	technology and
	accuracy, fluency,			parts, in a variety	incorporating.
	control and	Developing melodies		of musical styles	
Selecting, discussing	expression.	using rhythmic	Performing	from memory,	Constructively critique
and refining musical	Workinses	variation,	Working as a	with accuracy,	their own and others'
choices both alone and with others,	Working as a group to perform a piece	transposition and changes in dynamics,	group to perform a piece of music,	fluency, control and expression.	work, using musical vocabulary.
using musical	of music, adjusting	pitch and texture.	adjusting dynamics	and expression.	Performing
vocabulary with	dynamics and pitch	piten and texture.	and pitch	Working as a	Singing songs in two or
confidence.	according to a	Recording own	according to a	group to perform	more secure parts from
confidence.	graphic score,	composition using	graphic score,	a piece of music,	memory, with accuracy,
Performing	keeping in time	appropriate forms of	keeping in time	adjusting	fluency, control and
Working as a group	with others and	notation and/or	with others and	dynamics and	expression.
to perform a piece of	communicating	technology and	communicating	pitch according	*
music, adjusting	with the group.	incorporating.	with the group.	to a graphic	Working as a group to
dynamics and pitch				score, keeping in	perform a piece of music
according to a	Combining		Combining	time with others	adjusting the interrelated
graphic score,	rhythmic patterns	Constructively	rhythmic patterns	and	dimensions of music as
keeping in time with	(ostinato) into a	critique their own and	(ostinato) into a	communicating	required, keeping in time
others and	multi-layered	others' work, using	multi-layered	with the group.	and communicating with
communicating with	composition using	musical vocabulary.	composition using	0 1111	the group.
the group.	all the inter-related	Performing	all the inter-related	Combining	Derfermine enterer
Combining rhythmic	dimensions of music to add	Working as a group to perform a piece of	dimensions of music to add	rhythmic patterns (ostinato) into a	Performing a solo or taking a leadership role
patterns (ostinato)	musical interest.	music, adjusting the	musical interest.	multi-layered	within a performance.
into a multi-layered	musical interest.	interrelated	musicai mucicsi.	composition	Performing with accurac
composition using	Using staff notation	dimensions of music		using all the	and fluency from graphic
all the inter-related	to record rhythms	as required, keeping		inter-related	and staff notation and
dimensions of music	and melodies.	in time and		dimensions of	from their own notation.
to add musical		communicating with		music to add	
interest.		the group.		musical interest.	Performing by following
					a conductor's cues and
		Performing a solo or		Using staff	directions.
		taking a leadership		notation to record	
		role within a		rhythms and	
		performance.		melodies.	
		Doutomatic			
		Performing with accuracy and fluency			
		from graphic and staff notation and from			
		their own notation.			
		aren own notation.			
		Performing by			
		following a			
			1	1	1
		conductor's cues and			
		conductor's cues and directions.			