



## Strand 7: Performance (Perform the Song)

	<b>Curriculum Skills and Elements</b>	<b>Key Learning</b> The children will learn:	<b>National Curriculum</b> The National Curriculum for Music says that pupils should be taught to:
<b>Year 1</b>	Performing Listening Following a leader Playing Singing Improvising Composing Making decisions  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> <li>To rehearse a song and then perform it to an audience, explaining why the song was chosen.</li> <li>To add actions and perhaps movement to the song.</li> <li>To perform the song from memory.</li> <li>To follow the leader or conductor.</li> <li>To talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</li> <li>When planning, rehearsing, introducing and performing the song:                             <ul style="list-style-type: none"> <li>Introduce the performance (any connection to the Social Theme is an added bonus).</li> <li>Begin to play tuned and untuned instruments musically within the performance.</li> <li>Begin to use the voice expressively and creatively by singing simple songs.</li> <li>Begin to play together as a group/band/ensemble.</li> </ul> </li> <li>To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.</li> </ul>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.
<b>Year 2</b>	Performing Listening Following a leader Playing Singing Improvising Composing	<ul style="list-style-type: none"> <li>To rehearse a song and then perform it to an audience, explaining why the song was chosen.</li> <li>To add actions to the song.</li> </ul>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.

	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> <li>• To show a simple understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.</li> <li>• To perform the song from memory.</li> <li>• To follow the leader or conductor.</li> <li>• To talk about the performance afterwards, saying what they enjoyed and what they think could have been better</li> </ul>	
<b>Year 3</b>	Performing Listening Playing Singing Improvising Composing Notation  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> <li>• To plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence.</li> <li>• To explain why the song was chosen.</li> <li>• To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.</li> <li>• To follow the leader or conductor.</li> <li>• To talk about the strengths of the performance, how they felt and what they would like to change.</li> <li>• To introduce the performance with an understanding of what the song is about and to comment on any other relevant connections.</li> <li>• To include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>• To reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc. ●</li> </ul>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
<b>Year 4</b>	Performing Listening Playing	<ul style="list-style-type: none"> <li>• To rehearse and enjoy the opportunity to share what has been learnt in the lessons.</li> </ul>	Play and perform in solo and ensemble contexts, using their voices and playing musical

	<p>Singing Improvising Composing Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	<ul style="list-style-type: none"> <li>• To perform, with confidence, a song from memory or using notation.</li> <li>• To play and perform melodies following staff notation, using a small range of notes, as a whole class or in small groups.</li> <li>• To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>• To explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• To communicate the meaning of the words and articulate them clearly.</li> <li>• To reflect on the performance and how well it suited the occasion.</li> <li>• To discuss and respond to any feedback; to consider how future performances might be different</li> </ul>	<p>instruments with increasing accuracy, fluency, control and expression</p>
<p><b>Year 5</b></p>	<p>Performing Listening Playing Singing Improvising Composing Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	<ul style="list-style-type: none"> <li>• To create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</li> <li>• (Perhaps) to perform in smaller groups, as well as the whole class.</li> <li>• To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>• To perform from memory or with notation, with confidence and accuracy.</li> <li>• To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> </ul>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>

		<ul style="list-style-type: none"> <li>• To explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• A student leads part of the rehearsal and part of the performance.</li> <li>• To record the performance and compare it to a previous performance; to explain how well the performance communicated the mood of each piece.</li> <li>• To discuss and talk musically about the strengths and weaknesses of a performance.</li> <li>• To collect feedback from the audience and reflect on how future performances might be different.</li> </ul>	
<b>Year 6</b>	Performing Listening Playing Singing Improvising Composing Notation  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> <li>• To create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience.</li> <li>• To perform a range of songs as a choir in school assemblies, school performance opportunities and for a wider audience.</li> <li>• To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts.</li> <li>• To perform from memory or with notation.</li> <li>• To understand the value of choreographing any aspect of a performance.</li> <li>• To understand the importance of a performing space and how to use it.</li> <li>• A student or a group of students to rehearse and lead parts of the performance.</li> </ul>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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|  |  | <ul style="list-style-type: none"><li>• To record the performance and compare it to a previous performance.</li><li>• To collect feedback from the audience and reflect on how the audience believed in the performance.</li><li>• To discuss how the performance might change if it was repeated in a larger/smaller performance space.</li></ul> |  |
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