

## *Music: Knowledge and Skills Progression*

## YEAR ONE

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To learn songs off by heart</li><li>• To understand the meanings of songs</li><li>• To know and recognise the sound and names of some instruments used in songs</li></ul>	<ul style="list-style-type: none"><li>• To learn how they can enjoy moving to different music by dancing, marching or creating their own character</li></ul>

### Games

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that music has a steady pulse and it is the heartbeat of the song</li><li>• To know that we can create rhythms from words such as our names, favourite food and animals</li></ul>	<ul style="list-style-type: none"><li>• To find the pulse of a piece of music</li><li>• To be able to listen to a rhythm and clap it back</li><li>• To create our own rhythms</li><li>• To use our voices for call and response</li></ul>

## **Singing**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• To confidently sing songs from memory and sign them in unison with a group</li></ul>	<ul style="list-style-type: none"><li>• To be able to sing notes of different pitches (high and low)</li><li>• To learn that they can make different types of sounds with their voices - that the voice is an instrument</li><li>• To learn to watch a leader to help us know when to start and stop singing</li></ul>

## **Playing**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• Learn the names of the notes in their instrumental part from memory or when written down</li><li>• Learn the names of the instruments they are playing</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect</li><li>• Play a tuned instrumental part with the song they perform</li><li>• To listen to and follow musical instructions from a leader</li></ul>

## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"><li>• Improvisation is about making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li><li>• Everyone can improvise!</li></ul>	<ul style="list-style-type: none"><li>• To be able to improvise using one or two notes from your voice or instrument</li><li>• To be able to improvise a rhythm through clapping</li></ul>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"><li>• Composing is like writing a story with music</li><li>• Everyone can compose</li></ul>	<ul style="list-style-type: none"><li>• Help to create a simple melody using one, two or three notes</li><li>• Learn how the notes of the composition can be written down and changed if necessary as a picture form</li></ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"><li>• A performance is sharing music with other people, called an audience</li></ul>	<ul style="list-style-type: none"><li>• To perform and record a song from the Unit and say how they felt about it</li></ul>

## YEAR TWO

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To learn songs off by heart</li><li>• To know some songs have a chorus or a response/answer part</li><li>• To know that songs have a musical style</li></ul>	<ul style="list-style-type: none"><li>• To learn how they can enjoy moving to different music by dancing, marching or creating their own character</li><li>• To learn how songs can tell a story or describe an idea.</li></ul>

### Games

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that music has a steady pulse and it is the heartbeat of the song</li><li>• To know that we can create rhythms from words such as our names, favourite food and animals</li><li>• Rhythms are different from the steady pulse</li><li>• We add high and low sounds, pitch to a piece of music, when we sing and play our instruments</li></ul>	<ul style="list-style-type: none"><li>• To find the pulse to a variety of songs</li><li>• To copy back short rhythmic phrases whilst marching to a steady beat and create our own rhythms</li><li>• To be able to hear and sing back sounds of high and low pitch</li></ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"><li>• To confidently sing songs from memory</li><li>• To know that unison is everyone singing at the same time</li><li>• To know that songs include other ways of using the voice</li><li>• To know why we need to warm up our voices</li></ul>	<ul style="list-style-type: none"><li>• To be able to sing notes of different pitches (high and low)</li><li>• To learn that they can make different types of sounds with their voices</li><li>• To learn to find a comfortable singing position</li><li>• To learn to watch a leader to help us know when to start and stop singing</li></ul>

## Playing

Knowledge	Skills
<ul style="list-style-type: none"><li>• Learn the names of the notes in their instrumental part from memory or when written down</li><li>• Know the names of untuned percussion instruments played in class, e.g. drums, triangle, maracas, castanets, etc.</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect</li><li>• To learn to play a tuned instrumental part on a glockenspiel</li><li>• To play the part in time with the steady pulse</li><li>• To listen to and follow musical instructions from a leader</li></ul>

## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"><li>• Improvisation is about making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li><li>• Everyone can improvise, and you can use one or two notes</li></ul>	<ul style="list-style-type: none"><li>• To be able to improvise a clapped rhythm</li><li>• To be able to improvise using your voices or instrument, using two notes</li><li>• To be able to take turns when improvising using one or two notes</li></ul>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"><li>• Composing is like writing a story with music</li><li>• Everyone can compose</li></ul>	<ul style="list-style-type: none"><li>• Help to create three simple melodies linked to a song using one, three or five different notes</li><li>• Learn how the notes of the composition can be written down and changed if necessary using pictures or their note name</li></ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"><li>• A performance is sharing music with an audience</li><li>• A performance can be of varying sizes, a group, year group, etc.</li><li>• An audience can include your parents and friends</li></ul>	<ul style="list-style-type: none"><li>• To perform and record a song from the Unit, saying how they felt about it</li><li>• To be able to add their own ideas into a performance</li></ul>



## YEAR THREE

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To learn songs from memory knowing who sang them or wrote them</li><li>• To know the style of the songs</li><li>• In song analysis, to be able to discuss:<ul style="list-style-type: none"><li>- It lyrics; what the song is about</li><li>- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, and pitch)</li><li>- Identify the main sections of the song (introduction, verse, chorus etc)</li><li>- Name some of the instruments they heard in the song</li></ul></li><li>• To know that music is very different depending in where in the world it comes from</li></ul>	<ul style="list-style-type: none"><li>• To confidently identify and move to the pulse</li><li>• To think about what the lyrics of a song mean</li><li>• To make it in turn to discuss how the song makes them feel whilst listening carefully and respectfully to other people's thoughts and opinions</li></ul>

## Games

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know how to find and demonstrate the pulse using body percussion</li><li>• To know the difference between pulse and rhythm</li><li>• Know how pulse, rhythm and pitch work together to create a song</li><li>• Know that every piece of music has a pulse/steady beat</li><li>• Know the difference between a musical question and an answer</li><li>• To know that the tempo of a piece of music is the speed of which it is played and this affects the pulse</li></ul>	<ul style="list-style-type: none"><li>• To be able to find the pulse to a variety of songs</li><li>• To be able to create and lead own rhythms</li><li>• To be able to copy and sing back two different pitched notes</li></ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that warming up your voice is very important</li><li>• To know that singing can be done as a large group called a choir or individually as a solo</li><li>• To know that when you sing you must listen to each other</li><li>• To know that the conductor is the person who a choir/orchestra follow</li></ul>	<ul style="list-style-type: none"><li>• To sing in unison and in simple two-parts</li><li>• To demonstrate a good singing posture</li><li>• To follow a leader when singing</li><li>• To enjoy exploring singing solo</li><li>• To sing with awareness of being 'in tune'</li><li>• To have an awareness of the pulse internally when singing</li></ul>

## Playing Instruments

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know and be able to talk about the instruments used in class both tuned and untuned</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect</li><li>• Play an instrumental part on a tuned instrument from memory or using notation</li><li>• To rehearse and perform their part in a performance of a piece</li><li>• To listen to and follow musical instructions from a leader</li></ul>

## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that improvisation is about making up your own tunes on the spot</li><li>• To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li><li>• To know that using one or two notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li></ul>	<ul style="list-style-type: none"><li>• To be able to improvise over a backing track using one or two notes on a tuned instrument</li><li>• To be able to listen to music and copy back using one or two notes</li></ul>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that a composition is music that is created by you and kept in some way</li><li>• To know that a composition is like writing a story - it can be played again to friends</li><li>• To know that there are different ways of recording compositions through letter names, symbols and audio</li></ul>	<ul style="list-style-type: none"><li>• To help create one simple melody using one, three or five different notes</li><li>• To plan and create a section of music that can be performed within a song</li><li>• To talk about how a composition was created</li><li>• To listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch and tempo.</li><li>• To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li></ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that performing is sharing music with other people, an audience which can be one person or a large group</li><li>• To know that you need to know and have planned everything that will be performed</li><li>• To know that you must perform clearly and play with confidence</li><li>• To know that a performance can be a special occasion and involve an audience including of people you don't know</li><li>• To know that a performance is planned and different for each occasion</li><li>• To know that a performance involves communicating feelings, thoughts and ideas about the song/music</li></ul>	<ul style="list-style-type: none"><li>• To choose what to perform and create a programme</li><li>• To communicate the meaning of the words and clearly articulate them</li><li>• To talk about the best place to be when performing and how to stand or sit</li><li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why</li></ul>

## YEAR FOUR

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know songs from memory and talk about who sang them or wrote them</li><li>• To know the style of the songs being studied</li><li>• To be able to take about:<ul style="list-style-type: none"><li>- Some of the style indicators of that song (the identifiers that show us the genre of music)</li><li>- The lyrics; what the song is about</li><li>- Any musical dimensions featured in the song, and where they are used (dynamics, tempo, rhythm, and pitch)</li><li>- Identify the main sections of the song (introduction, verse, chorus etc)</li><li>- Name some of the instruments they heard in the song</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To confidently identify and move to the pulse</li><li>• To think about the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics)</li><li>• Talk about the music and how it makes them feel</li><li>• Listen carefully and respectfully to other people's thoughts about the music</li><li>• To use musical words when you talk about the music</li></ul>

## Games

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that pulse, rhythm and pitch work together in a piece of music</li><li>• To know that the pitch of sounds create melodies</li><li>• To know how to keep an internal pulse when working with a piece of music</li><li>• To know that the dynamics of a song are how loud or quiet the music is</li></ul>	<ul style="list-style-type: none"><li>• To be able to copy, create and lead own rhythmic patterns</li><li>• To be able to find the pulse to a variety of songs</li><li>• To be able to listen and copy back using two notes with or without notation</li><li>• To be able to copy notes back using different dynamics</li></ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that warming up your voice is very important</li><li>• To know that singing can be done as a large group called a choir or individually as a solo</li><li>• To know that when you sing you must listen to each other</li><li>• To know that the conductor is the person who a choir/orchestra follow</li><li>• To know that a solo singer makes a thinner texture than a group</li></ul>	<ul style="list-style-type: none"><li>• To sing in unison and in simple two-parts</li><li>• To demonstrate a good singing posture</li><li>• To follow a leader when singing</li><li>• To enjoy exploring singing solo</li><li>• To sing with awareness of being 'in tune'</li><li>• To re-join the song if lost</li><li>• To listen to the group when singing</li></ul>

## Playing Instruments

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know and be able to talk about the instruments used in class both tuned and untuned</li><li>• To be able to name other instruments they might play or be played in a band or orchestra or by their friends</li><li>• To know that the leader of a musical group is as important as the other members</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect</li><li>• 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</li><li>• To rehearse and perform their part in a performance</li><li>• To listen to and follow musical instructions from a leader</li><li>• To experience leading the playing by making sure everyone plays in the playing section of the song</li></ul>

## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"><li>• Improvisation is making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li><li>• To know that using one or two notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>• To know that you can use some of the riffs you have heard in musical pieces in your improvisations</li></ul>	<ul style="list-style-type: none"><li>• To be able to improvise over a backing track using one or two notes on a tuned instrument, taking it in turns to listen and improvise</li><li>• To be able to listen to and sing back melodic patterns</li></ul>



## Composition

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that a composition is music that is created by you and kept in some way</li><li>• To know that a composition is like writing a story - it can be played again to friends</li><li>• To know that there are different ways of recording compositions through letter names, symbols and audio</li></ul>	<ul style="list-style-type: none"><li>• To help create one simple melody using one, three or five different notes</li><li>• To plan and create a section of music that can be performed within a song</li><li>• To talk about how a composition was created</li><li>• To listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch and tempo.</li><li>• To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li></ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that performing is sharing music with other people, an audience which can be one person or a large group</li><li>• To know that you need to know and have planned everything that will be performed</li><li>• To know that you must perform clearly and play with confidence</li><li>• To know that a performance can be a special occasion and involve an audience including of people you don't know</li><li>• To know that a performance is planned and different for each occasion</li><li>• To know that a performance involves communicating feelings, thoughts and ideas about the song/music</li></ul>	<ul style="list-style-type: none"><li>• To choose what to perform and create a programme</li><li>• To communicate the meaning of the words and clearly articulate them</li><li>• To talk about the best place to be when performing and how to stand or sit</li><li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why</li></ul>

## YEAR FIVE

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know songs from memory, who sang or wrote them, when they were written and, if possible, why?</li><li>• To know the style of the songs and to name other songs in those styles - pop, classical, old school hip hop</li><li>• To be able to take about:<ul style="list-style-type: none"><li>- Some of the style indicators of the songs (musical characteristics that give the songs their style)</li><li>- What the songs are about through the use of lyrics</li><li>- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, and pitch)</li><li>- Identify the main sections of the song (intro, verse, chorus etc)</li><li>- Name some of the instruments they heard in the songs</li><li>- The historical context of the songs. What else was going on at this time, musically?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To identify and move to the pulse with ease</li><li>• To think about the message of songs</li><li>• To compare two songs in the same style, talking about what differences stands out musically in each of them</li><li>• Listen carefully and respectfully to other people's thoughts about the music</li><li>• To talk about the musical dimensions working together with songs (texture, dynamics, tempo, rhythm and pitch)</li><li>• Talk about the music and how it makes you feel, using musical language to describe the music</li></ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"><li>• To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create music</li><li>• To know how to keep the internal pulse</li><li>• To know how to create musical ideas for the group to copy or respond to</li><li>• To know that texture is the layering up of sounds which make music interesting to listen to</li><li>• To know that a riff is a short repeated phrase often played on a lead instrument.</li></ul>	<ul style="list-style-type: none"><li>• To be able to copy back rhythms based on the words of a song</li><li>• To copy back two and three note riffs</li><li>• To question and answer using two note riffs and two different notes using notation</li></ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse</li><li>• To know that singing can be done in unison, the sole, lead vocal, backing vocals or rapping</li><li>• To know what the song is about and the meaning of the lyrics</li><li>• To know and explain the importance of warming up your voice</li></ul>	<ul style="list-style-type: none"><li>• To sing in unison and to sign backing vocals</li><li>• To enjoy exploring singing solo</li><li>• To demonstrate a good singing posture</li><li>• To follow a leader when singing</li><li>• To experience rapping and solo singing</li><li>• To listen to each other and be aware of how you fit into the group</li><li>• To sing with awareness of being 'in tune'</li></ul>

## Playing Instruments

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know different ways of writing music down - e.g. staff notation, symbols</li><li>• To identify the notes C,D, E, F, G, A, B + C on the treble stave</li><li>• The names of instruments they might play or be played in a band or orchestra or by their friends</li><li>• To know that a crochet usually lasts one beat</li><li>• To know that a minim usually lasts twice as long as a crochet - 2 beats</li><li>• To know that a quaver is twice as fast as a crochet - <math>\frac{1}{2}</math> a beat</li><li>• To be able to identify rest</li></ul>	<ul style="list-style-type: none"><li>• Play a tuned musical instrument with the correct technique</li><li>• Select and learn an instrumental part from memory or using notation</li><li>• To rehearse and perform their part within a song</li><li>• To listen to and follow musical instructions from a leader</li><li>• To lead a rehearsal session</li></ul>

## Improvisation

Knowledge	Skills
<p>To know that:</p> <ul style="list-style-type: none"><li>• Improvisation is making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li><li>• To know that using one or two notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>• To know that you can use some of the riffs you have heard</li><li>• To know that many of the great composers of Western classical music were masters of improvisation</li></ul>	<ul style="list-style-type: none"><li>• To be able to copy back using tuned instruments and up to 3 notes</li><li>• To be able to participate in question and answer activities, using tuned instruments and up to 3 notes</li><li>• To be able to improvise using up to 3 notes</li></ul>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that a composition is 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</li><li>• A composition has pulse, rhythm and pitch that works together and are shaped by tempo, dynamics, texture and structure</li><li>• To know that notation can be used to record a composition</li></ul>	<ul style="list-style-type: none"><li>• To create simple melodies using up to five different notes and simple rhythms that work musically</li><li>• To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li><li>• To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li></ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that performing is sharing music with other people, an audience</li><li>• To know that a performance doesn't have to be a drama! It can be to one person or to each other</li><li>• To know that everything that will be performed must be planned and learned</li><li>• To know that you must sing or rap the words clearly and play with confidence</li><li>• To know that a performance can be a special occasion and involve an audience including of people you don't know</li><li>• To know that it is planned and different for each occasion</li><li>• To know that a performance involves communicating ideas, thoughts and feelings about the song/music</li></ul>	<ul style="list-style-type: none"><li>• To choose what to perform and create a programme</li><li>• To communicate the meaning of the words and clearly articulate them</li><li>• To talk about the venue and how to use it to best effect</li><li>• To record the performance and compare it to a previous performance.</li><li>• To discuss and talk musically about it - "What went well?" and "it would have been better if..?"</li></ul>

## YEAR SIX

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know songs from memory, who sang or wrote them, when they were written and why?</li><li>• To know the style of the songs and to name other songs in those styles - rock, pop ballads, classical</li><li>• To be able to take about:<ul style="list-style-type: none"><li>- the style indicators of the songs (musical characteristics that give the songs their style)</li><li>- What the songs are about through the use of lyrics</li><li>- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li><li>- Identify the structure of the song (intro, verse, chorus etc)</li><li>- Name some of the instruments used in the songs</li><li>- The historical context of the songs. What else was going on at this time, musically, historically?</li><li>- Know and talk about that fact that we each have a musical identify</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To identify and move to the pulse with ease</li><li>• To think about the message of songs</li><li>• To compare two songs in the same style, talking about what similarities/differences stands out musically in each of them</li><li>• Listen carefully and respectfully to other people's thoughts about the music</li><li>• To talk about the musical dimensions working with songs and their purpose (texture, dynamics, tempo, rhythm, pitch and timbre)</li><li>• To talk about the music and how it makes you feel, using musical language to describe the music</li></ul>



## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"><li>• To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li><li>• To know how to keep the internal pulse</li><li>• To know how to create musical ideas for the group to copy or respond to</li><li>• To know that timbre describes the sound quality of an instrument</li><li>• To know that the off beat is the beat that is not the strong beat</li></ul>	<ul style="list-style-type: none"><li>• To be able to copy back rhythms based on the words of a song, that include the off beat</li><li>• To copy back three riffs by ear and with notation</li><li>• To question and answer using 2 and 3 note riffs</li></ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse</li><li>• To know about the style of the songs so you can represent the feeling and context to your audience</li><li>• To choose a song and be able to talk about its main features</li><li>• To know that singing can be done in unison, as a solo, lead vocal, backing vocals or rapping</li><li>• To know what the song is about and the meaning of the lyrics</li><li>• To know and explain the importance of warming up your voice</li></ul>	<ul style="list-style-type: none"><li>• To sing in unison and to sign backing vocals</li><li>• To demonstrate a good singing posture</li><li>• To follow a leader when singing</li><li>• To experience solo singing</li><li>• To listen to each other and be aware of how you fit into the group</li><li>• To sing with awareness of being 'in tune'</li></ul>

## Playing Instruments

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know different ways of writing music down - e.g. staff notation, symbols</li><li>• To identify the notes C,D, E, F, G, A, B + C on the treble stave</li><li>• The instruments they might play or be played in a band or orchestra or by their friends</li><li>• To know that a crochet usually lasts one beat</li><li>• To know that a minim usually lasts twice as long as a crochet - 2 beats</li><li>• To know that a quaver is twice as fast as a crochet - <math>\frac{1}{2}</math> a beat</li><li>• To be able to identify rest</li><li>• To know that a semibreve is four times as long as a crochet and is usually four beats</li></ul>	<ul style="list-style-type: none"><li>• Play a tuned musical instrument with the correct technique</li><li>• Select and learn an instrumental part from memory or using notation</li><li>• To rehearse and perform their part within a song</li><li>• To listen to and follow musical instructions from a leader</li><li>• To lead a rehearsal session</li></ul>

## Improvisation

Knowledge	Skills
<p>To know that:</p> <ul style="list-style-type: none"><li>• Improvisation is making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li><li>• To know that using one, two or three notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>• To know that you can use some of the riffs you have learnt improvisations heard</li><li>• To know three well-known improvising musicians of Western classical music were Chopin, Bach &amp; Mozart</li></ul>	<ul style="list-style-type: none"><li>• To be able to copy back using tuned instruments and up to 3 notes</li><li>• To be able to participate in question and answer activities, using tuned instruments and up to 3 notes</li><li>• To be able to improvise using up to 3 notes</li></ul>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that a composition is 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</li><li>• A composition has pulse, rhythm and pitch that works together and are shaped by tempo, dynamics, texture and structure</li><li>• To know that notation can be used to record a composition</li></ul>	<ul style="list-style-type: none"><li>• To create simple melodies using up to five different notes and simple rhythms that work musically</li><li>• To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li><li>• To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li></ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know that performing is sharing music with other people, an audience</li><li>• To know that a performance doesn't have to be a drama! It can be to one person or to each other</li><li>• To know that everything that will be performed must be planned and learned</li><li>• To know that you must sing or rap the words clearly and play with confidence</li><li>• To know that a performance can be a special occasion and involve an audience including of people you don't know</li><li>• To know that it is planned and different for each occasion</li><li>• To know that a performance involves communicating ideas, thoughts and feelings about the song/music</li></ul>	<ul style="list-style-type: none"><li>• To choose what to perform and create a programme</li><li>• To communicate the meaning of the words and clearly articulate them</li><li>• To talk about the venue and how to use it to best effect</li><li>• To record the performance and compare it to a previous performance.</li><li>• To discuss and talk musically about it - "What went well?" and "it would have been better if..?"</li></ul>