



# Upton Noble – Music Knowledge and Skills Progression

	EYFS	KS1	Lower KS2	Upper KS2
<b>Musicianship: Understanding Music</b>	-Can make music using my hands, feet and mouth.	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>-Can use body percussion, instruments and voices in the key centres of: C major, F major, G major, A minor.</li> <li>- Can find and keep a steady beat.</li> <li>- Can copy back simple rhythmic patterns using long and short.</li> <li>-Can copy back simple melodic patterns using high and low.</li> </ul>	<p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>-Can use body percussion, instruments and voices in the key centres of: C major, F major, G major, A minor in the time signatures of: 2/4, 3/4, 4/4</li> <li>- Can find and keep a steady beat.</li> <li>- Can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</li> <li>- Can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</li> </ul>	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>-Can use body percussion, instruments and voices In the key centres of: C major, F major, D major, A minor in the time signatures of: 2/4, 3/4, 4/4 , 5/4, 6/8 with greater confidence.</li> <li>-Can find and keep a steady beat confidently.</li> <li>- Can listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation.</li> <li>- Can copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCD</li> </ul>
	-Can use vocabulary to share my knowledge and understanding. For example: loud, quiet, fast, slow, percussion, beat, tuned, untuned.	<p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>- Can use body percussion, instruments and voices in the key centres of: C major, G major, A minor</li> <li>- Can find and keep a steady beat with increasing confidence.</li> <li>- Can copy back simple rhythmic patterns using long and short with increasing confidence.</li> <li>- Can copy back simple melodic patterns using high and low with increasing confidence.</li> <li>- Can use body percussion, instruments and voices in the key centres of: C major, F major, G major, A minor.</li> </ul>	<p><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>-Can use body percussion, instruments and voices in the key centres of: C major, F major, G major, A minor in the time signatures of: 2/4, 3/4, 4/4 with greater confidence.</li> <li>- Can talk about the words of a song.</li> <li>- Can find and demonstrate the steady beat.</li> <li>- Can identify 2/4, 3/4 and 4/4 metre.</li> <li>- Can identify the tempo as fast, slow or steady.</li> <li>- Can recognise the style of music I am listening to.</li> <li>- Can discuss the structures of songs.</li> <li>- Can identify: Call and response: A solo vocal or instrumental line and the rest of the ensemble A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words</li> </ul>	<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>- Can use body percussion, instruments and voices In the key centres of: C major, F major, D major, A minor in the time signatures of: 2/4, 3/4, 4/4 5/4, 6/8 with confidence.</li> <li>- Can find and keep a steady beat.</li> <li>- Can listen and copy rhythmic patterns made of minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation.</li> <li>-Can copy back melodic patterns using the notes DEFGA, CDEFGABC, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG.</li> </ul>

<b>Listening: Respond/Analyse</b>	<p style="text-align: center;"><b>EYFS</b></p> <p>-Can identify simple percussion instruments and say whether I like a particular song or nursery rhyme.</p> <p>-Can listen to a range of music, expressing my feelings and giving responses.</p> <p>-Beginning to identify some instruments in music that I hear.</p>	<p style="text-align: center;"><b>YEAR 1</b></p> <p>-Can move and dance with the music.          -Can find the steady beat.          - Can talk about feelings created by the song/music.          -Can recognise some band and orchestral instruments.          -Can describe tempo as fast or slow.          -Can describe dynamics as loud and quiet.          -Can join in sections of the song eg. Chorus.          -Can begin to understand where the music fits in the world.          - Can begin to understand about different styles of music</p>	<p style="text-align: center;"><b>YEAR 3</b></p> <p>- Can share my thoughts and feelings about the music together.          - Can find the beat or groove of the music.          - Can invent different actions to move in time with the music.          - Can talk about what the song means.          - Can identify some instruments I can hear playing.          - Can identify if it's a male or female voice.          - Can talk about the style of the song.          - Can start to talk about the style of a song.</p>	<p style="text-align: center;"><b>YEAR 5</b></p> <p>-Can talk about feelings created by a song with confidence.          - Can justify a personal opinion with reference to musical concepts.          - Can find and demonstrate the steady beat.          - Can identify 2/4, 3/4, 6/8 and 5/4 metre.          - Can identify the musical style of a song.          - Can identify instruments by ear and through a range of media          - Can discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB.          - Can explain a bridge passage and its position in a song.          - Can recall by ear memorable phrases heard in the music.          - Can identify major and minor tonality.          -Can explain the role of a main theme in musical structure.          -Know and understand what a musical introduction is and its purpose.          - Can recognise the sound and notes of the pentatonic and blues scales by ear and from notation.          - Can explain rapping.          - Can recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals</p>
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<p><b>Singing</b></p>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>-Beginning to sing and follow along with others. (Nursery (Rhymes and action songs).</li> <li>-Can sing a range of well-known nursery rhymes and songs.</li> <li>-Can sing in a group or on my own increasingly matching the pitch and melody.</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>- Can demonstrate good singing posture.</li> <li>- Can sing songs from memory.</li> <li>- Can copy back intervals of an octave and fifth (high, low)</li> <li>- Can sing in unison.</li> </ul>	<p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>-Can sing as part of a choir with increasing confidence.</li> <li>- Can demonstrate good singing posture.</li> <li>- Can sing songs from memory and/or from notation with awareness of following the beat.</li> <li>- Can sing with attention to clear diction.</li> <li>- Can sing expressively, with attention to the meaning of the words.</li> <li>- Can sing in unison with increasing confidence.</li> <li>- Can understand and follow the leader or conductor.</li> <li>- Can copy back simple melodic phrases using my voice.</li> </ul>	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and learn songs from memory and/or with notation.</li> <li>- Can sing in 2/4, 3/4, 4/4 and 6/8 time.</li> <li>- Can sing in unison and as part of a smaller group.</li> <li>- Can sing 'on pitch' and 'in time'.</li> <li>- Can sing a second part in a song.</li> <li>- Can self-correct if lost or out of time.</li> <li>- Can sing expressively, with attention to breathing and phrasing.</li> <li>- Can sing expressively, with attention to dynamics and articulation.</li> <li>- Can develop confidence as a soloist.</li> <li>- Can talk about the different styles of singing used for different styles of song.</li> <li>- Can talk confidently about how connected you feel to the music and how it connects in the world.</li> <li>- Can respond to a leader or conductor.</li> </ul>

		<p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>-Can sing as part of a choir.</li> <li>-Can demonstrate good singing posture.</li> <li>- Can sing songs from memory and/or from notation.</li> <li>- Can sing in unison and sometimes in parts.</li> <li>- Can understand and follow the leader or conductor.</li> <li>- Can add actions to a song with increasing confidence.</li> <li>- Can move confidently to a steady beat.</li> <li>- Can talk about feelings created by the music/song.</li> <li>- Can recognise some band and orchestral instruments.</li> <li>- Can describe tempo as fast or slow.</li> <li>- Can join in sections of the song eg. Chorus.</li> <li>- Can begin to understand where the music fits in the world.</li> <li>- Can begin to talk about and understand the style of the music</li> </ul>	<p><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and learn songs from memory and/or with notation.</li> <li>- Can talk about how the songs and their styles connect to the world.</li> <li>- Can sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</li> <li>- Can demonstrate good singing posture.</li> <li>- Can demonstrate vowel, blended sounds, and consonants with confidence.</li> <li>- Can sing expressively, with attention to breathing and phrasing.</li> <li>- Can sing expressively with attention to staccato and legato.</li> <li>- Can talk about different style of singing used for different styles of song.</li> <li>- Can identify if it's a male or female voice.</li> <li>- Can talk about the style of the song.</li> <li>- Can start to talk about the style of a song.</li> <li>- Can talk about how the songs and their styles connect to the world.</li> </ul>	<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and learn songs from Year 6 Unit memory and/or with notation.</li> <li>-Can sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</li> <li>- Can sing with and without an accompaniment.</li> <li>- Can sing syncopated melodic patterns.</li> <li>- Can demonstrate and maintain good posture and breath control whilst singing.</li> <li>- Can sing expressively, with attention to breathing and phrasing</li> <li>-Can sing expressively, with attention to dynamics and articulation.</li> <li>-Can lead a singing rehearsal.</li> <li>- Can talk about the different styles of singing used for the different styles of songs sung in this year.</li> <li>- Can discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</li> </ul>
Notation		<p><b>YEAR 1</b> N/A</p>	<p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>-Can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</li> <li>- Can with increasing confidence understand standard notation using crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of: C D E F G A B G A B D E F# F G A Bb C D E G A B C D F# G#</li> <li>- Can read and responding to minims, crotchets, and quavers Identifying: Stave Treble clef Time signature.</li> </ul>	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>-Can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</li> <li>- Can understand standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A Bb C D E G A B C D E F# Ab Bb C Db Eb F G G G# A Bb C D E F G A B C.</li> <li>- Can identify: Stave Treble clef Time signature.</li> <li>- Can read and respond to minims, crotchets, quavers, dotted quavers, and semiquavers.</li> <li>- Can recognise how notes are grouped when notated.</li> <li>- Can Identify the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.</li> </ul>

		<p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>-Can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</li> <li>- Can with increasing confidence understand standard notation using crotchets, quavers, minims and semibreves, and simple combinations of: C D E F G A B G A B D E F# F G A Bb C D E</li> <li>- Beginning to identify hand signals as notation and recognise music notation on a staff of five lines.</li> </ul>	<p><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>-Can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</li> <li>- Can with increasing confidence understand standard notation using crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of: C D E F G A B F G A Bb C G A B C D E F# D E F# G A B C.</li> <li>-Can read and responding to minims, crotchets, and quavers.</li> <li>- Can identify a Stave Treble clef and Time signature</li> </ul>	<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>-Can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</li> <li>- Can understand standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims and minims, and simple combinations of: C D E F G A B F G A Bb C D E F G Ab Bb C D Eb G A Bb C D E F G A B C D E F# D E F G A D E F# A B C# E F# G G# A B C C# Eb F G Ab Bb C D.</li> <li>- Can identify: Stave Treble clef Time signature.</li> <li>- Can read and respond to minims, crotchets, quavers, dotted quavers, and semiquavers.</li> <li>- Can recognise how notes are grouped when notated.</li> <li>- Can Identify the staff and symbols on the staff such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.</li> </ul>
<p><b>Playing Instruments</b></p>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>-Can explore tuned and untuned instruments in my play and during song time.</li> <li>-Can explore the sounds made by tuned or untuned instruments with an increasing awareness of rhythm and pitch.</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major.</li> </ul>	<p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major</li> <li><b>Recorder:</b> - Can rehearse and learn a simple instrumental part by ear or from notation using the notes C D E F F# G G# A B and Bb</li> </ul>	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, Ab major, D minor.</li> <li><b>Recorder-</b> Can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, Ab major, D minor by ear or from notation.</li> </ul>
		<p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>- Can rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major.</li> <li><b>Recorder</b> - Can rehearse and learn a simple instrumental part by ear or from notation using the notes G A B Bb C E and F</li> </ul>	<p><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major</li> <li><b>Recorder-</b> Can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation.</li> </ul>	<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>-Can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor, F minor by ear or from notation.</li> <li><b>Recorder</b> -Can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor, F minor by ear or from notation.</li> </ul>
<p><b>Creating: Improvising</b></p>		<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>-Can explore improvisation within a major scale using the notes C D E and F G A</li> </ul>	<p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>-Can explore improvisation within a major scale using the notes C D E, C D E G A, G A B, G A B D E, F G A</li> </ul>	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>-Can explore improvisation within a major scale using the notes C D Eb F G, C D E F G, C D E G A, F G A Bb C, D E F G A.</li> </ul>

		<p><b>YEAR 2</b></p> <p>-Can explore improvisation within a major scale using the notes C D E, C G A, G A B and F G A.</p>	<p><b>YEAR 4</b></p> <p>-Can explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F# A B, D E F G A.</p>	<p><b>YEAR 6</b></p> <p>-Can explore improvisation within a major scale using the notes C D E F G, G A Bb C D, G A B C D, F G A C D.</p>
<b>Creating: Composing</b>	<p><b>EYFS</b></p> <p>- With support and guidance I am beginning to keep a beat.</p> <p>-Can play an untuned instrument sometimes keeping the beat.</p>	<p><b>YEAR 1</b></p> <p>-Can create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C F G F G A F G A C F G A C D Start and ending on the note F.</p>	<p><b>YEAR 3</b></p> <p>-Can create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C)</p> <p>- Can create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)</p> <p>- Can create a simple melody using crotchets and minims: F G F G A F G A Bb F G A Bb C Start and ending on the note F (F major)</p> <p>- Can create a simple melody using crotchets and minims: G A G A B G A B C G A B C D Start and ending on the note G (G major)</p>	<p><b>YEAR 5</b></p> <p>-Can create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C)</p> <p>- Can create a simple melody using crotchets and minims: F G F G A F G A Bb F G A Bb C Start and ending on the note F (Pentatonic on F)</p> <p>- Can create a simple melody using crotchets and minims: G A G A B G A B C G A B C D Start and ending on the note G (G major)</p> <p>- Can create a simple melody using crotchets and minims: G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)</p> <p>- Can create a simple melody using crotchets and minims: D E D E F D E F G D E F G A Start and ending on the note D (D minor)</p>
		<p><b>YEAR 2</b></p> <p>- Can create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)</p> <p>- Can create a simple melody using crotchets and minims: G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)</p> <p>- Can create a simple melody using crotchets and minims: F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)</p>	<p><b>YEAR 4</b></p> <p>- Can create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C)</p> <p>-Can create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)</p> <p>-Can create a simple melody using crotchets and minims: D E D E F D E F G D E F G A Start and ending on the note D (D minor)</p> <p>-Can create a simple melody using crotchet and minims: G A G A B G A B D G A B D E Start and ending on the note G (G major)</p>	<p><b>YEAR 6</b></p> <p>-Can create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)</p> <p>-Can create a simple melody using crotchets and minims: G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)</p> <p>- Can create a simple melody using crotchets and minims: D E D E F D E F G D E F G A Start and ending on the note D (D minor)</p> <p>-Can create a simple melody using crotchets and minims: F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)</p> <p>- Can create a simple melody using crotchets and minims: F G F G Ab F G Ab Bb F G Ab Bb C Start and ending on the note F (F minor)</p>

<b>Performing</b>		<b>YEAR 1</b>	<b>YEAR 3</b>	<b>YEAR 5</b>
		<ul style="list-style-type: none"> <li>-Can enjoy and have fun performing.</li> <li>-Can choose a song/songs to perform to a well-known audience.</li> <li>-Can prepare a song to perform to.</li> <li>-Can add actions to a song.</li> <li>-Can play some simple instrumental parts.</li> </ul>	<ul style="list-style-type: none"> <li>-Can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence.</li> <li>- Can include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>- Can talk about what the song means and why it was chosen to share.</li> <li>reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>-Can create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience</li> <li>- Can perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>- Can explain why the song was chosen, including its composer and the historical and the cultural context of the song.</li> <li>-Can lead a part of the rehearsal and part of the performance</li> <li>Record the performance and compare it to a previous performance.</li> <li>-Can explain how well the performance communicated the mood of each piece.</li> <li>-Can discuss and talk musically about the strengths and weaknesses of a performance.</li> <li>-Can collect feedback from the audience and reflect how future performances might be different.</li> </ul>
	<b>EYFS</b>	<b>YEAR 2</b>	<b>YEAR 4</b>	<b>YEAR 6</b>
	<ul style="list-style-type: none"> <li>- Can perform with my friends to a small audience.</li> <li>-Can perform songs, rhymes, poems and stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence.</li> <li>- Can decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</li> <li>- Can talk about what the song means and why it was chosen to share.</li> <li>- Can talk about the difference between rehearsing a song and performing it.</li> </ul>	<ul style="list-style-type: none"> <li>- Can rehearse and enjoy the opportunity to share what has been learned in the lessons</li> <li>-Can perform, with confidence, a song from memory or using notation Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>- Can explain why the song was chosen, including its composer and the historical and the cultural context of the song.</li> <li>- Can communicate the meaning of the words and articulate them clearly.</li> <li>- Can use the structure of the song to communicate its mood and meaning in the performance.</li> <li>- Can talk about what the rehearsal and performance has taught me.</li> <li>- Can understand how the individual fits within the larger group ensemble.</li> <li>- Can reflect on the performance and how well it suited the occasion.</li> <li>- Can discuss and respond to any feedback, consider how future performances might be different.</li> </ul>	<ul style="list-style-type: none"> <li>-Can create, rehearse and present a holistic performance for a specific event, for an unknown audience.</li> <li>- Can create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts.</li> <li>- Can perform from memory or with notation.</li> <li>- Can understand the value of choreographing any aspect of a performance.</li> <li>- Can rehearse and lead parts of the performance.</li> <li>I understand the importance of the performing space and how to use it.</li> <li>-Can record the performance and compare it to a previous performance. can collect feedback from the audience and reflect how future performances might be different.</li> <li>- Can collect feedback from the audience and reflect how the audience believed in the performance.</li> <li>- Can discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> </ul>

