



Music Milestones

St. James Church of England Primary

Reception Musical Milestones

Reception Musical Milestones	
Listen and Respond	Skills
<p>To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.</p>	<p>I can move my body in a variety of ways to a song I like. I can listen to a variety of music. I like to listen to different styles of music.</p>
Explore and Create	Skills
<p>To know that we can move with the pulse of the music. To explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can move my body in a variety of ways to a song I like. I can use enhancements to extend my pretend play. I can create or ask for enhancements to extend my imaginative play. I can engage in music and follow a story map creating a musical accompaniment.</p>
Singing	Skills
<p>To sing in a group or on their own, increasingly matching the pitch and following the melody. To sing a range of well-known nursery rhymes and simple songs from memory. To know that songs have sections.</p>	<p>I can sing in tune. To sing along with a pre-recorded song and add actions. To sing along with the backing track. I can sing in a group making it sound nice.</p>
Share and Perform	Skills



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<p>To know that a performance is sharing music.</p> <p>To perform songs, rhymes, poems and stories with others.</p> <p>To try to move in time with the music when performing solo or in groups.</p>	<p>I can watch a performance with enjoyment.</p> <p>I can tell you about the show I watched and discuss.</p> <p>I can perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>I can perform any nursery rhymes or songs by adding a simple instrumental part</p> <p>I can talk about my performance.</p>
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### Year 1 Musical Milestones

<u>Listen and Respond</u>	<u>Skills</u>
<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Clap back a rhythm.</p> <p>Find the pulse.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>
<u>Singing</u>	<u>Skills</u>
<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Listen and Sing back</p>
<u>Playing Instruments</u>	<u>Skills</u>
<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>
<u>Improvisation</u>	<u>Skills</u>



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<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before.</p> <p>It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>Clap &amp; Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Improvise - Take it in turns to improvise using one or two notes.</p>
<p><u>Composition</u></p>	<p><u>Skills</u></p>
<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>
<p><u>Performing</u></p>	<p><u>Skills</u></p>
<p>A performance is sharing music with other people, called an audience.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>



Year 2 Musical Milestones

Year 2 Musical Milestones	
Listen and Respond	Skills
<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>
Singing	Skills
<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>
Playing Instruments	Skills
<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>
Improvisation	Skills
<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play, and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improvise! - Take it in turns to improvise using one or two notes.</li> </ol>
Composition	Skills



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<p>Composing is like writing a story with music. Everyone can compose.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p>
<p><u>Performing</u></p>	<p><u>Skills</u></p>
<p>A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>



Year 3 Musical Milestones

Year 3 Musical Milestones	
Listen and Respond	Skills
<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> </ul> </p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>
Singing	Skills
<p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>
Playing Instruments	Skills
<p>The instruments used in class (a glockenspiel, a ukulele)</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>
Improvisation	Skills



<p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Children will complete the Bronze, Silver or Gold Challenges:</p> <p><b>Bronze Challenge:</b>  Copy Back - Listen and sing back  Play and Improvise - Using instruments, listen and play your own answer using one note.  Improvise! - Take it in turns to improvise using one note.</p> <p><b>Silver Challenge:</b>  Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.  Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.  Improvise! - Take it in turns to improvise using one or two notes.</p> <p><b>Gold Challenge:</b>  Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.  Play and Improvise - Using your instruments, listen and play your own answer using two different notes.  Improvise! - Take it in turns to improvise using three different notes.</p>
<u>Composition</u>	<u>Skills</u>
<p>A composition: music that is created by you and kept in some way.</p> <p>It's like writing a story.</p> <p>It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>



## Music Milestones

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<u>Performing</u>	<u>Skills</u>
<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>





Year 4 Musical Milestones

Year 4 Musical Milestones	
Listen and Respond	Skills
<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> </ul> </p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>
Singing	Skills
<p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>
Playing Instruments	Skills
<p>The instruments used in class (brass).</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>
Improvisation	Skills



<p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Children will complete the Bronze, Silver or Gold Challenges:</p> <p><b>Bronze Challenge:</b> Copy Back - Listen and sing back Play and Improvise - Using instruments, listen and play your own answer using one note. Improvise! - Take it in turns to improvise using one note.</p> <p><b>Silver Challenge:</b> Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes. Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. Improvise! - Take it in turns to improvise using one or two notes.</p> <p><b>Gold Challenge:</b> Sing, Play and Copy Back - Listen and copy back using instruments, two different notes. Play and Improvise - Using your instruments, listen and play your own answer using two different notes. Improvise! - Take it in turns to improvise using three different notes.</p>
<p><u>Composition</u></p>	<p><u>Skills</u></p>
<p>A composition: music that is created by you and kept in some way.</p> <p>It's like writing a story.</p> <p>It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>



<u>Performing</u>	<u>Skills</u>
<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>



Music Milestones

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Year 5 Musical Milestones

<u>Year 5 Musical Milestones</u>	
<u>Listen and Respond</u>	<u>Skills</u>
<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about</p> <p>Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>
<u>Singing</u>	<u>Skills</u>
<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
<u>Playing Instruments</u>	<u>Skills</u>
<p>To know and be able to talk about:</p> <p>Different ways of writing music down - e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble staff</p> <p>The instruments they might play or be played in a band or orchestra or by their friends and the samba drum</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
<u>Improvisation</u>	<u>Skills</u>



<p>Improvisation is making up your own tunes on the spot          When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.          To know that using one or two notes confidently is better than using five          To know that if you improvise using the notes you are given, you cannot make a mistake          To know that you can use some of the riffs you have heard in the Challenges in your improvisations          To know three well-known improvising musicians</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back          Bronze - Copy back using instruments. Use one note.          Silver - Copy back using instruments. Use the two notes.          Gold - Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:          Bronze - Question and Answer using instruments. Use one note in your answer.          Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.          Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:          Bronze - Improvise using one note.          Silver - Improvise using two notes.          Gold - Improvise using three notes.          Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
<p><u>Composition</u></p>	<p><u>Skills</u></p>
<p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.          A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure          Notation: recognise the connection between sound and symbol</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.          Explain the keynote or home note and the structure of the melody.          Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song          Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
<p><u>Performing</u></p>	<p><u>Skills</u></p>
<p>To know and be able to talk about          Performing is sharing music with other people, an audience          A performance doesn't have to be a drama! It can be to one person or to each other          Everything that will be performed must be planned and learned          You must sing or rap the words clearly and play with confidence          A performance can be a special occasion and involve an audience including of people you don't know          It is planned and different for each occasion          A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>To choose what to perform and create a programme.          To communicate the meaning of the words and clearly articulate them.          To talk about the venue and how to use it to best effect.          To record the performance and compare it to a previous performance.          To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>



Year 6 Musical Milestones

Year 6 Musical Milestones	
Listen and Respond	Skills
<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <p>The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs</p> <p>The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Singing	Skills
<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <p>Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics ○</p> <p>To know and explain the importance of warming up your voice</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Playing Instruments	Skills
<p>To know and be able to talk about:</p> <p>Different ways of writing music down - e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble staff</p> <p>The instruments they might play or be played in a band or orchestra, or by their friends and the djembe.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song, from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session</p>
Improvisation	Skills



<p>Improvisation is making up your own tunes on the spot          When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.          To know that using one, two or three notes confidently is better than using five          To know that if you improvise using the notes you are given, you cannot make a mistake          To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations          To know three well-known improvising musicians</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back          Bronze - Copy back using instruments. Use one note.          Silver - Copy back using instruments. Use the two notes.          Gold - Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:          Bronze - Question and Answer using instruments. Use one note in your answer          Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.          Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:          Bronze - Improvise using one note.          Silver - Improvise using two notes.          Gold - Improvise using three notes.</p> <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
<u>Composition</u>	<u>Skills</u>
<p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.          A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure          Notation: recognise the connection between sound and symbol</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.          Explain the keynote or home note and the structure of the melody.          Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.          Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
<u>Performing</u>	<u>Skills</u>
<p>Performing is sharing music with an audience with belief          A performance doesn't have to be a drama! It can be to one person or to each other          Everything that will be performed must be planned and learned          You must sing or rap the words clearly and play with confidence          A performance can be a special occasion and involve an audience including of people you don't know          It is planned and different for each occasion          A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>To choose what to perform and create a programme.          To communicate the meaning of the words and clearly articulate them.          To talk about the venue and how to use it to best effect.          To record the performance and compare it to a previous performance.          To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>