

Crossflatts Music Curriculum- Performance

Performance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.	instrument	high	melody,	dynamics	dynamics	pitch	pitch
	sound	low	high	tempo	tempo	dynamics	dynamics
	pulse	loud	low	melody	melody	tempo	tempo
	song	soft	loud	harmony	harmony	melody	melody
		fast	soft	high	high	harmony	harmony
		slow	fast	low	low	high	high
		long	slow	beat	accompaniment	low	low
		short	long	piece	piece	accompaniment	accompaniment
		song	short	audience	audience	mood	mood
		practise	beat	practise	practise	texture	texture
		rehearse	practise	rehearse	rehearse	structure	structure
		present	rehearse	present	present	beat	beat
		process:	present	process:	process.	audience	audience
			pi dodini			practise	practise
						rehearse	rehearse
						present	present
N.C.	To perform solo and or in	To perform in a	To perform in a	To perform in a	To perform in a group/ensemble	To perform in a group/ensemble	To perform in a group/ensemble
Objectives	groups. To internalises	group/ensemble.	group/ensemble.	group/ensemble using more	using more musical notes,	using more musical notes,	using more musical notes,
	music,(e.g. sing songs	group/chischibic.	group/chischibic.	musical notes, dynamics and	dynamics and tempo.	dynamics and tempo.	dynamics and tempo.
	inside his or her head).			tempo.	aynames and temper	aynames and temper	aynames and temper
	,					Children can make links with	Children can make links with
						history and styles taught	history and styles taught
						alongside this and showing this in	alongside this and showing this in
						performances.	performances.
Key Learning/	Perform together,	Perform together and	Perform together and	Perform in different ways,	Perform in different ways,	Present performances	Present performances
Evidence of	following simple	follow instructions that	Follow instructions that	exploring the way the	exploring the way the performers	effectively with awareness of	effectively with awareness of
working at	instructions.	combine the musical	combine the musical	performers are a musical	are a musical resource.	audience, venue and occasion.	audience, venue and occasion.
the expected		elements.	elements.	resource.			
standard	Express whether				Perform with awareness of	Improve their work through	Improve their work through
	or not they like	Choose sounds, and	Choose sounds, and	Perform with awareness of	different parts.	analysis, evaluation and	analysis, evaluation and
	a sound and	instruments carefully and	instruments carefully and	different parts.		comparison.	comparison.
	why.	make improvements to	make improvements to		Recognise how music can reflect		
		their own and others' work.	their own and others' work.	Recognise how music can	different intentions.	With some support, present a	Present a musical performance of
	Can often sing an entire			reflect different intentions.		musical performance of a song or	a song or piece of music to an
	song; songs could be	With support, can work with a	Work together as part of an	Have the country to a manual and a	Work together as part of a group	piece of music to an audience,	audience, demonstrating the
	nursery rhymes, pop	group to form an ensemble.	ensemble. Start and end their music	Usually work in a group needs reminders to follow a	and follow a conductor.	demonstrating the historic, stylistic knowledge and	historic, stylistic knowledge and understanding of the song/piece
	songs, songs from TV		together.	conductor.	Sing with a large group ensuring	understanding of the song/piece	through the performance.
	programmes, songs from	Usually start and end their	together.	conductor.	pitch and tune are accurate.	through the performance.	through the performance.
	home.	music together with the group.	Try to follow the conductor.	With support, can sing with a	promana tane are accurate.	aough the performance.	Can play improvisations and
		Follow the conductor when	, to long the conductor.	large group.	Perform what they have learnt to	Sometimes perform what they	compositions as part of their
	Merges elements of	prompted.	Perform what they have	0.0.1	other people by themselves	have learnt to an audience.	performances, practise, rehearse
	familiar songs with	prompted.	learnt with other people.	Sometimes perform what they	and/or with others.		and present performances with
	improvised singing.	Perform to others with some	rr-	have learnt.		Know that practise and rehearsing	an awareness of the audience and
		confidence and understanding	They can play their		Perform with an understanding	enhance the performance.	with confidence.
	Creates sounds in vocal	of the audience.	instrument, improvise and	Show control of voices with the	that the performance can include		
	sound games.		play their composition as	support of an adult.	everything that has been	Make links with history and style	Offer helpful feedback and
		With support, can contribute	part of a performance, with		undertaken during the learning	in performances heard.	comments to other performances,
	Changes some or all of the	some discussion points after	as much confidence as		process of the unit everything		using vocabulary taught.
	words of a song.		possible.				



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Has strong preferences for songs he or she likes to sing and/or listen to Watching a recording of a performance. Practise, rehearse and present performance with an awareness of the audience. Watch a recording and discuss the performance, can offer helpful and thoughtful comments and feedback about others. Watch a recording and discuss the performance, can offer helpful and thoughtful comments and feedback to others Offer helpful and thoughtful comments and feedback to others	
songs he or she likes to sing and/or listen to present performance with an awareness of the audience. Watch a recording and discuss the performance, can offer helpful and thoughtful comments and feedback about others. Offer helpful and thoughtful	
sing and/or listen to an awareness of the audience. Watch a recording and discuss the performance, can offer helpful and thoughtful comments and feedback about others. Sing and/or listen to an awareness of the audience with an awareness of the audience. Communicate ideas, thoughts and feelings though simple musical demonstrations. Offer helpful and thoughtful	
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thoughtful comments and feedback about others. thoughtful comments and feedback about others. Offer helpful and thoughtful	
feedback about others. Offer helpful and thoughtful	
Offer helpful and thoughtful	
after watching a performance or	
recording.	
Possible Sings entire songs. Work together as part of an Create a group and make Work together as part of a Independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a song finding Present a musical performance of Can independently sing a	ently present a
	rmance of a song or
	to an audience,
understanding solo and or in groups. Start and end their music Always follow conductor. Sing with a large group Self-identify control of voice and historic, stylistic knowledge and demonstrating	
together. ensuring pitch and tune are identify areas to fix. understanding of the song/piece stylistic knowle	
	g of the song/piece
sings songs inside Tries to follow the conductor. Evaluate their performance and through the performance and throu	erformance.
his or her head. Listen to and compare Perform what they have learnt identify areas for improvement Can play improvisations and	
Perform what they have learnt others performances using to other people by themselves and justify this. compositions as part of their Can evaluate of the compositions as part of their compositions as part of their can evaluate of the compositions as part of their can evaluate of the compositions as part of their can evaluate of the compositions as part of their can evaluate of the compositions as part of the compositions are compositions as part of the compositions as part of the compositions are compositions as part of the compositions as part of the compositions as part of the compositions are compositions as part of the compositions as part of the compositions are	
	and justify their
dynamics and pitch. Compare performances and decisions are decisions are decisions and decisions are decisions are decisions are decisions are decisions and decisions are decisions ar	comments.
They can play their instrument, Perform with an understanding discuss the differences using Practise, rehearse and present	
improvise and play their Evaluate their own that the performance can musical vocabulary. performances with an awareness	
composition as part of a performance. include everything that has of the audience and with	
performance, with as much been undertaken during the confidence. confidence as possible. learning process of the unit	
everything they have learnt Offer helpful feedback and	
Practise, rehearse and present should fit together. Other heipful reedback and comments to other	
performance with an should fit together. comments to other	
awareness of the audience. Practise, rehearse and present taught	
performances with an	
awareness of the audience.	