



Hoyland Springwood Primary School



Music Progression Document

	Year A			Year B		
Year	Friends and Bringing people together	Connections to the past	Our world	Neighbours and community	Music and our daily life	Connecting to Earth and the environment
1	How Can We Make Friends When We Sing Together? Unit 1 Year 1 Musical Spotlights My musical heartbeat	How Does Music Tell Stories About the Past? Unit 2 Year 1 Musical Spotlights Dance, sing and play!	How Does Music Make the World a Better Place? Unit 3 Year 1 Musical Spotlights Exploring sounds	How Does Music Help Us to Understand Our Neighbours? Unit 4 Year 1 Musical Spotlights Learning to listen	What Songs Can We Sing to Help Us Through the Day? Unit 5 Year 1 Musical Spotlights Having fun with improvisation	How Does Music Teach Us About Looking After Our Planet? Unit 6 Year 1 Musical Spotlights Let's perform together
2	How Does Music Help Us to Make Friends? Unit 1 Year 2 Musical Spotlights Pulse, rhythm and pitch	How Does Music Teach Us About the Past? Unit 2 Year 2 Musical Spotlights Playing in the orchestra	How Does Music Make the World a Better Place? Unit 3 Year 2 Musical Spotlights Inventing a musical story	How Does Music Teach Us About Our Neighbourhood? Unit 4 Year 2 Musical Spotlights Recognising different sounds	How Does Music Make Us Happy? Unit 5 Year 2 Musical Spotlights Exploring improvisation	How Does Music Teach Us About Looking After Our Planet? Unit 6 Year 2 Musical Spotlights Our big concert
3	How Does Music Bring Us Closer Together? Unit 1 Year 3 Musical Spotlights Writing music down	What Stories Does Music Tell Us About the Past? Unit 2 Year 3 Musical Spotlights Playing in a band	How Does Music Make the World a Better Place? Unit 3 Year 3 Musical Spotlights Composing using your imagination	How Does Music Help Us Get to Know Our Community? Unit 4 Year 3 Musical Spotlights More musical styles	How Does Music Make a Difference to Us Every Day? Unit 5 Year 3 Musical Spotlights Enjoying improvisation	How Does Music Connect Us with Our Planet? Unit 6 Year 3 Musical Spotlights Opening night
4	How Does Music Bring Us Together? Unit 1 Year 4 Musical Spotlights Musical structures	How Does Music Connect Us with Our Past? Unit 2 Year 4 Musical Spotlights Exploring feelings when you play	How Does Music Improve Our World? Unit 3 Year 4 Musical Spotlights Compose with your friends	How Does Music Teach Us About Our Community? Unit 4 Year 4 Musical Spotlights Feelings through music	How Does Music Shape Our Way Of Life? Unit 5 Year 4 Musical Spotlights Expression and improvisation	How Does Music Connect Us with the Environment? Unit 6 Year 4 Musical Spotlights The show must go on!
5		How Does Music Connect Us with Our Past? Unit 2 Year 5 Musical Spotlights Sing and play in different styles	How Does Music Improve Our World? Unit 3 Year 5 Musical Spotlights Composing and chords	How Does Music Teach Us About Our Community? Unit 4 Year 5 Musical Spotlights Enjoying musical styles	How Does Music Shape Our Way Of Life? Unit 5 Year 5 Musical Spotlights Freedom to improvise	How Does Music Connect Us with the Environment? Unit 6 Year 5 Musical Spotlights Battle of the bands!
6		How Does Music Connect Us with Our Past? Unit 2 Year 6 Musical Spotlights Developing ensemble skills	How Does Music Improve Our World? Unit 3 Year 6 Musical Spotlights Creative composition	How Does Music Teach Us About Our Community? Unit 4 Year 6 Musical Spotlights Musical styles connect us	How Does Music Shape Our Way Of Life? Unit 5 Year 6 Musical Spotlights Improvising with confidence	How Does Music Connect Us with the Environment? Unit 6 Year 6 Musical Spotlights Farewell tour

Straight age classes to teach their year group

Mixed age classes:

School years starting with even numbers e.g 2024-2025 will teach cycle A choosing the highest age group from the given units

School years starting with odd numbers eg 2023-2024 will teach cycle B choosing the lowest age group from the given units

Charanga units to be taken from Model Music Curriculum Version 2

EYFS	KS1 Learning Goals	KS2 Learning Goals
<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> • Find the pulse of a piece of music. • Recognise and name some of the instruments they hear in songs. • Copy and clap back rhythms. Clap the rhythm of their name/favourite colour • Show understanding of pitch as high and low sounds we add to the pulse and rhythm when we sing/play an instrument. • Sing and dance together, in time and using actions. • Play simple instrumental parts accurately and in time. • Compose a simple melody using simple rhythms, and use as part of a performance. • Look back at a recorded performance with the class. Talk about what they like and how they feel about the performance. 	<ul style="list-style-type: none"> • Describe the style indicators of a piece of music. Describe the structure of a song. • Identify the instruments/voices they can hear in a piece. • Talk about the musical dimensions used in a song. • Copy back (questions and answer) rhythms and pitch within a song. • Learn to clap some of the rhythms used in a song. • Sing in parts and in unison. • Play instrumental parts accurately and in time as part of a performance, by ear and from notation. Improvise in the lessons and as part of a performance. • Compose a melody using simple rhythms and use as part of a performance. • Record a performance and discuss thoughts and feelings towards it afterwards: <ul style="list-style-type: none"> - Was it carefully planned to suit the audience? - Did you communicate ideas, thoughts and feelings about the song/music? - Discuss and talk musically about it. What went well? What could have been better?

EYFS Curriculum Expectations
<p>Expressive Arts and Design (Being Imaginative and Expressive)</p> <ul style="list-style-type: none"> • Children sing a range of well-known nursery rhymes and songs. • Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned instruments musically; • listen with concentration and understanding to a range of high-quality live and recorded music; • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music.

FS2	I know...	I can...
Listen and respond	Know some nursery rhymes off by heart. Know the stories of those nursery rhymes.	Learn that music can make you feel things. Enjoy moving to music.
Explore and Create	Know we can move with the pulse of the music. The words of songs can tell stories.	Find the pulse. Copy basic rhythm patterns. Explore high and low sounds using voices. Invent a pattern using one or two notes on the glockenspiel.
Singing	Sing or rap nursery rhymes or simple songs from memory. Know that songs have different parts (sections).	Sing along with a pre-recorded song and add actions. Sing along with a backing track.
Share and Perform	A performance is sharing music.	Perform nursery rhymes by singing or performing actions or dance. Perform nursery rhymes or songs adding a simple instrument part. Record and talk about the performance.
Key vocabulary	Pulse, rhythm, nursery rhymes, singers, sing, play, percussion, glockenspiel, funk, drums, keyboard	

Year 1	Listen and appraise	Musical activities	Singing	Playing	Improvisation	Composition	Performance
Key vocabulary pulse rhythm pitch rap compose improvise melody guitar drums glockenspiel perform singers keyboard percussion trumpets saxophones imagination	I know... Three songs off by heart. Say what the songs are about. The sound and names of some of the instruments I use. I can... Learn how I can enjoy moving to music by dancing, marching, being animals or pop stars.	I know... Music has a steady pulse, like a heartbeat. We can create rhythms from words, our names, favourite food, colours and animals. I can... Find the pulse. Copy back short rhythmic phrases based on words, and create rhythms for others to copy. Copy back pitch using voices.	I know... Five songs from memory. How to sing in unison. I can ... Sing notes of different pitches. Make different types of sounds with my voice Learn to start and stop singing when following a leader.	I know... The names of the notes in their instrumental part from memory or when written down. The names of the instruments I am playing. I can... Treat instruments carefully and with respect. Learn to play an instrumental part, with one or two notes. Listen to and follow musical instructions from a leader.	I know... Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. Everyone can improvise. I can... Clap and improvise – listen and clap back, then listen and clap my own answer. Sing, play and improvise – Use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes.	I know... Composing is like writing a story with music. Everyone can compose. I can... Create a simple melody with adult support, using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	I know... A performance is sharing music with other people, called an audience. I can... Choose a song that I have learnt and perform it. Record the performance and say how I feel about it.

Year 2	Listen and appraise	Musical activities	Singing	Playing	Improvisation	Composition	Performance
Key vocabulary pulse rhythm pitch improvise compose audience melody dynamics tempo perform reggae classical glockenspiel keyboard drums bass electric guitar saxophone trumpet	I know... Three songs off by heart. Some songs have a chorus or a question/answer part. Songs have a musical style. I can... Learn how I can enjoy moving to music by dancing, marching, being animals or pop stars. Learn how songs can tell a story or describe an idea.	I know... Music has a steady pulse, like a heartbeat. We can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. I can... Find the pulse. Copy back short rhythmic phrases based on words, and create rhythms for others to copy. Copy back pitch using voices.	I know... Three songs from memory. 'Unison' means everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). Why we need to warm up our voices. I can... Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	I know... The names of the notes in my instrumental part from memory or when written down. The names of untuned percussion instruments played in class. I can... Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches my musical challenge, using one or two notes. Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	I know... 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. Everyone can improvise, and you can use one or two notes. I can... Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, play and improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.	I know... Composing is like writing a story with music. Everyone can compose. I can... Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	I know... 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. I can... Choose a song I have learnt and perform it. Add my ideas to a performance. Record the performance and say how I feel about it.

Year 3	Listen and appraise	Musical activities	Singing	Playing	Improvisation	Composition	Performance
Key Vocabulary Pulse rhythm pitch tempo dynamics structure notes/notation intro/introduction verse chorus improvise compose bass drums guitar keyboard hook melody unison electric guitar organ backing vocals melody reggae disco	I know... Three songs from memory and name the artist who sang/wrote them. The style of the three songs. One song and will be able to talk about: - Its lyrics: what the song is about - - Any musical dimensions featured in the song, and where they are used (dynamics, tempo, rhythm and pitch) -Identify the main sections of the song (introduction, verse,chorus etc.) Some of the instruments they heard in the song I can... Identify and move to the pulse. Think about what the words of a song mean. Take it in turn to discuss how the song makes me feel. Listen carefully and respectfully to other people's thoughts about the music	I know... How to find and demonstrate the pulse. How pulse, rhythm and pitch work together to create a song. The difference between a musical question and an answer. I can... Find the Pulse Copy back a rhythm Create my own simple rhythm patterns Copy back with instruments using two different notes, first without and then with notation Demonstrate vocal warm-ups	I know... Singing in a group can be called a choir. A leader or conductor is a person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but you must listen to each other. Why you need to warm up your voice. I can... Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune.' Build an awareness of the pulse internally when singing.	I know... The names and talk about the instruments used in class. I can... Treat instruments carefully and with respect. Play a one-note, simple or medium part of a song, from memory or using notation. Rehearse and perform my part. Listen and follow musical instructions from a leader.	I know... 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. If you improvise using the notes you are given, you cannot make a mistake. I can... Listen and copy back using instruments, using two different notes. Using instruments, listen and play my own answer using one or two notes. Take it in turns to improvise using one or two notes.	I know... A composition: music that is created by you and kept in some way. It can be played or performed again. Different ways of recording compositions (letter names, symbols, audio etc.) I can... Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol	I know... Performing is sharing music with other people, an audience. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including people you don't know. It involves communicating feelings and ideas about the song/music I can... Choose what to perform. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how I was feeling, what I was pleased with what I would change and why.

Year 4	Listen and appraise	Musical activities	Singing	Playing	Improvisation	Composition	Performance
Key Vocabulary pulse rhythm pitch tempo dynamics structure texture notes/notation intro/introduction verse chorus improvise compose bass drums guitar keyboard hook melody unison solo electric guitar organ backing vocals melody Pop Classical	I know... Three songs from memory and who sang them or wrote them. The style of the three songs One song and be able to talk about: - Some of the style indicators of that song (musical characteristics that give the song its style). - The lyrics: what the song is about. - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). - Identify the main sections of the song (introduction, verse, chorus etc). Some of the instruments they heard in the song. I can... Confidently identify and move to the pulse. Talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Use musical words.	I know... How pulse, rhythm and pitch work together: - Pulse: Finding the pulse – the heartbeat of the music. - Rhythm: the long and short patterns over the pulse. - Pitch: High and low sounds that create melodies. I can... Find the Pulse. Create my own simple rhythmic patterns. Copy back pitch with instruments, without and then with notation. Demonstrate vocal warm-ups	I know... Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. Why you must warm up your voice. I can... Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Explore singing solo. Sing with awareness of being 'in tune'. Re-join the song if lost. Listen to the group when singing.	I know... How to talk about: - The instruments used in class. Other instruments I might play or have played in an band, orchestra or with my friends. I can... Treat instruments carefully and with respect. Play a simple part or melody of a song from memory or using notation. Rehearse and perform my part. Listen to and follow musical instructions from a leader.	I know... 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. If you improvise using the notes you are given, you cannot make a mistake. I can... Listen and copy back using instruments, using two different notes. Use my instruments, listen and play my own answer using one or two notes. Take it in turns to improvise using one or two notes.	I know... A composition: music that is created by you and kept in some way. It can be played or performed again. Different ways of recording compositions (letter names, symbols, audio etc.) I can... Help create at least one simple melody using one, three or five different notes. Plan, create and perform a section of music. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	I know... Performing is sharing music with other people, an audience. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including people you don't know. It involves communicating feelings and ideas about the song/music I can... Choose what to perform. Present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best location when performing, and how to stand or sit. Record the performance and say how I was feeling, what I was pleased with and what I would change and why.

Year 5	Listen and appraise	Musical activities	Singing	Playing	Improvisation	Composition	Performance
Key Vocabulary pulse rhythm pitch tempo dynamics structure texture timbre notes/notation scale intro/introduction verse chorus improvise compose piano strings bass drums guitar keyboard hook melody harmony unison solo electric guitar organ backing vocals melody rock jazz bossa nova swing big band Motown	I know... Know three songs from memory, who sang or wrote them and when they were written. Know the style of the three songs. Choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify some sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs The historical context of the songs, if appropriate. What else was going on at this time? I can... <ul style="list-style-type: none"> - Identify and move to the pulse with ease. - Think about the message of songs. - Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - Use musical words. - Talk about the musical dimensions working together in songs. - Talk about the music and how it makes me feel. 	I know... How to talk about: - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in a song. How to keep the internal pulse. I can... Find the pulse. Invent rhythms for others to copy back. Copy back two-note riffs, by ear and with notation. Question and answer using two different notes	I know... Three songs and their parts from memory, and with a strong internal pulse. Choose a song and be able to talk about: - Its main features. - Singing in unison, the solo, lead vocal, backing vocals or rapping. - What the song is about and the meaning of the lyrics. Explain why it is important to warm up your voice. I can... Sing in unison and sing backing vocals. Enjoy exploring singing solo. Listen to the group when singing. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how I fit into the group. Sing with awareness of being 'in tune.'	I know... Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play, or instruments that might be played in a band or orchestra I can... Play a musical instrument with the correct technique. Select and learn a simple instrumental part, from memory or using notation. Rehearse and perform my part. Listen to and follow musical instructions from a leader.	I know... 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. If you improvise using the notes you are given, you cannot make a mistake. Well-known improvising musicians. I can... Copy back a phrase using instruments. Question and Answer using instruments. Use two notes in my answer. Improvise using two or three notes. 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)	I know... 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. 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. I can... Create simple melodies using up to five different notes and simple rhythms. 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 the melody. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	I know... Performing is sharing music with an audience. 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 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. I can... Choose what to perform. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Year 6	Listen and appraise	Musical activities	Singing	Playing	Improvisation	Composition	Performance
Key Vocabulary Pulse rhythm pitch tempo dynamics structure texture timbre notes/notation scale intro/introduction verse chorus improvise compose piano strings bass drums guitar keyboard hook melody harmony unison solo electric guitar organ backing vocals melody rock jazz bossa nova swing big band pop classical	I know... Three songs from memory, who sang or wrote them and when they were written. Know the style of the songs and to name other songs in those styles. Choose three other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style). - The lyrics: what the songs are about. - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). - Identify the structure of the songs (intro, verse, chorus etc.). - The instruments used in the songs. - The historical context of the songs, if appropriate. What else was going on at this time, musically and historically? I can... - Identify and move to the pulse with ease. - Think about the message of songs. - Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - Talk about the musical dimensions working together in the songs. - Talk about the music and how it makes me feel, using musical language to describe the music.	I know... How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a piece of music. How to keep the internal pulse. I can... Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two or three-note riffs, by ear and with notation. Question and answer using two or three different notes.	I know... Confidently and can sing five songs and their parts from memory, with a strong internal pulse. About the style of the songs so you can represent the feeling and context to your audience. The importance of warming up your voice. To choose a song and be able to talk about: - Its main features. - Singing in unison, the solo, lead vocal, backing vocals or rapping. What the song is about and the meaning of the lyrics. The instruments they might play, or the instruments that might be played in a band or orchestra. I can... Sing in unison and sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to others and show awareness of how I fit into the group. Sing with awareness of being 'in tune.'	I know... How to talk about: - Different ways of writing music down e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff I can... Play a musical instrument with the correct technique. Select and learn an instrumental part, from memory or using notation. Rehearse and perform a part. Listen to and follow musical instructions from a leader.	I know... 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. If you improvise using the notes you are given, you cannot make a mistake. The name of a well-known improvising musician. I can... Improvise using instruments in the context of a song to be performed, using two or 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).	I know... 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. 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 I can... Create simple melodies using up to five different notes and simple rhythms. 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 the melody. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	I know... Performing is sharing music with an audience. 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 may involve an audience of people you don't know. A performance involves communicating ideas, thoughts and feelings about the song/music. I can... Choose what to perform. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – "What went well?" and "It would have been even better if...?"