

Music at Alexandra Primary School: Performance

Year 2

- Perform pieces with varying tempo
- Perform copycat rhythms with a partner or following a leader
- Perform a composed chanted rhythm
- Perform 3-note tunes using tuned percussion
- Perform using body percussion to clap beats in groups of two and three

Year 1

- Perform short copycat rhythms accurately
- Perform short ostinato in time to a steady beat
- Perform word pattern chants
- Perform familiar songs in high and low pitches
- Perform using percussion instruments to tell a story.

Early Years

- Perform songs, rhymes, poems and stories with others

Year 3

- Use dynamics during performances to enhance the story telling
- Sing in unison as a class in school assemblies
- Perform pieces following staff notation
- Perform using tuned percussion or a melodic instrument e.g. a ukelele

Year 4

- Perform a range of songs in school assemblies.
- Follow staff notation to play and perform melodies as a class or in small groups
- Perform in two or more parts from staff notation using instruments in a whole class lesson
- Identify static and moving parts
- Copy short melodic phrases, including melodies using the pentatonic scale (C, D, E, G, A)
- Perform a rhythmic score to a steady beat to achieve a sense of ensemble.

Year 5

- Perform melodies on tuned percussion, melodic instruments or keyboards following staff notation. This should be done as a whole class initially but then smaller groups as confidence is gained.
- Play triads on tuned percussion, melodic instruments or keyboards
- Perform simple accompaniments to familiar songs
- Perform a variety of pieces in different arrangements to form mixed ensembles
- Develop the skill of playing by ear through copying phrases and familiar melodies
- Follow staff notation containing semibreves, minims, crotchets, crotchet rests, paired quavers and semi quavers with accurate timing
- Follow a 2/4, 3/4 and 4/4 time signature
- Read and play short rhythmic phrases

Year 6

- Perform a range of songs as an ensemble to a wider audience.
- Play a melody following staff notation
- Make decisions when performing in regards to dynamics
- Accompany melodies using block chords or a bass line using tuned percussion or keyboards (could use an online keyboard)
- Continue to perform where semibreves, minims, crotchets, quavers and semiquavers are observed
- Read and perform pitch notation within an octave
- Read and play from notation of a four bar phrase where the note names and durations can be identified accurately.

Perform

Aspire

Succeed



The learning doesn't stop here!

GO