

## Learning Ladder: Performing

Step 8	<ul style="list-style-type: none"> <li>• Lead, support and teach others in the development of performance skills</li> <li>• Perform longer parts from memory that contribute to an intended outcome</li> <li>• Sing or play harmony parts accurately and sensitively</li> </ul>
Step 7 (Y6)	<ul style="list-style-type: none"> <li>• Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places</li> <li>• Continue to sing and play 3 and 4 part rounds</li> <li>• Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians</li> <li>• Play a melody following a stave notation written on one stave</li> <li>• Accompany this same melody and others using chords or a bass line</li> <li>• Perform with control and sensitivity with some pupils leading and supporting others</li> <li>• Pupils show an advanced understanding of what makes a high quality performance – accuracy of pitch and rhythm, balance, dynamics, tempo, tone, following a conductor and each other – a strong sense of ensemble</li> <li>• Pupils show themselves to be self-motivated. Progress is obvious and pupils are playing music beyond that used in class. Pupils seek out other performance opportunities either in or out of school.</li> </ul>
Step 6 (Y5)	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, observe phrasing, accurate pitching, and appropriate style</li> <li>• Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places</li> <li>• Perform at larger events and within the local community</li> <li>• Perform simple, chordal accompaniments to familiar songs – (3 chord songs)</li> <li>• Play melodies on tuned percussion, melodic instruments, or keyboards, following stave notation written on one stave</li> <li>• Pupils make informed choices to help to improve class performances showing particular regard to dynamics and balance</li> <li>• Pupils can join in a performance at a major concert opportunity e.g. Halle and have performed confidently and willingly in performances at school or beyond</li> </ul>
Step 5 (Y4)	<ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs with the range of an octave</li> <li>• Sing rounds and partner songs in different time signatures</li> <li>• Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> <li>• Perform in a variety of settings with an awareness of occasion and audience</li> <li>• Play and perform melodies following stave notation using a small range of notes</li> <li>• Perform in 2 or more parts from simple notation</li> <li>• Pupils take part in a whole class performance and show pride in what they have achieved. They begin to show a sense of ensemble</li> <li>• Pupils can demonstrate playing to the class any items the teacher asks for or things they have learnt themselves at home</li> </ul>
Step 4 (Y3)	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures with a pitch of a 5<sup>th</sup> (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet)</li> <li>• Provide more opportunities to sing as a choir to an audience</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder</li> <li>• Play and perform melodies following stave notation using a small range of 5 notes by the end of the year</li> <li>• Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression</li> <li>• Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round</li> <li>• Perform with a greater awareness of the inter-related dimensions of music</li> <li>• Have clear diction when singing to communicate lyrics effectively</li> <li>• <b>When playing an instrument as part of a whole class, pupils show an awareness of the conductor. They watch when to start, try to keep together and know when to stop</b></li> <li>• <b>Pupils show evidence of having practised their instrument which supports progress and highlights areas requiring development</b></li> </ul>
Step 3 (Y2)	<ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so (a 5<sup>th</sup> / C-G) with increasing vocal control</li> <li>• Sing short phrases independently/ small groups within a singing game</li> <li>• Select, organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved</li> <li>• Change the way music is performed to reflect occasion e.g. lullaby</li> <li>• Perform actions confidently and in time to a range of action songs</li> <li>• To perform rhythmic accompaniments using a range of untuned percussion</li> </ul>
Step 2 (Y1)	<ul style="list-style-type: none"> <li>• Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E).</li> <li>• Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy e.g. Q + A Hello, how are you...)</li> <li>• Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion</li> <li>• Perform short copycat rhythms accurately</li> <li>• Perform chants</li> <li>• Perform simple repeated rhythmic patterns (ostinato) as an accompaniment</li> <li>• Perform a simple accompaniment on percussion instruments showing an awareness of pulse.</li> </ul>
Step 1 (EYFS)	<ul style="list-style-type: none"> <li>• Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in</li> <li>• Participate in singing games</li> <li>• Start and finish together with others</li> <li>• Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound</li> <li>• Learn to handle and produce different sounds on untuned percussion instruments</li> </ul>