



Christmas Carol Concert		
Progression	Assessment	
Prior and Future Learning: Y1/2 Year A- How Do Humans Compare To Other Animals? Y1/2 Year B- What Makes A Superhero? Y3/4 Year A- Why Has Britain Been Invaded Throughout History? Y3/4 Year A- How Does An Animal's Structure Support Bodily Processes? Y3/4 Year B- What Comparisons Can We Make Between Ancient Civilisations? Y3/4 Year B- How Can We Classify Plants And Animals? Y5/6 Year A- What's It Like To Be Invaded? Y5/6 Year A- What Makes Us Different? Y5/6 Year B- How Does The Mayan Civilisation Contrast To Ancient Britain?	Year 1 Use their voice to speak/sing/chant They join in with singing They clap short rhythmic patterns They use instruments to perform a simple piece They respond to musical indications about when to play or sing They respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse	Year 2 They follow the melody using their voice or an instrument They sing songs as an ensemble following the tune (melody) well They perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes) They sing/clap a pulse increasing or decreasing in tempo They perform musical patterns keeping a steady pulse
Key Vocabulary		
Subject Specific Vocabulary: Percussion Verse Chorus Carol Ostinato	Key change Dynamics Melodic pattern	
End of Unit Assessment Vehicle		
Evaluation of final piece		

Music Disciplinary Knowledge:
<ol style="list-style-type: none"> 1. Use their voices and play tuned and untuned instruments musically, with some opportunities for performance. 2. Listen with concentration to a range of high-quality live and recorded music, evaluating and commenting upon it. 3. Compose by experimenting, creating, selecting and combining sounds using the inter-related dimensions of music, regularly reviewing work. 4. Comment on music from a different historical period, knowing that music has changed over time.