

Christmas Carol Concert		
Progression	Assessment	
Prior and Future Learning:	Year 5	Year 6
Y1/2 Year A- Why Were Castles Built In Britain?		
Y1/2 Year A- How Do Humans Compare To Other Animals?	They sing and use their understanding	They begin to sing a harmony part
Y1/2 Year B- What Makes A Superhero?	of meaning to add expression	
Y3/4 Year A- Why Has Britain Been Invaded Throughout History?		They begin to perform using notations
Y3/4 Year A- How Does An Animal's Structure Support Bodily Processes?	They perform 'by ear' and from simple	
Y3/4 Year B- What Comparisons Can We Make Between Ancient Civilisations?	notations	They take the lead in a performance
Y3/4 Year B- How Can We Classify Plants And Animals?		
Y5/6 Year A- What Makes Us Different?	They improvise within a group using	They take on a solo part
Y5/6 Year B- How Does The Mayan Civilisation Contrast To Ancient Britain?	melodic and rhythmic phrases	
Key Vocabulary		They provide rhythmic support
Subject Specific Vocabulary:	They recognise and use basic	
Percussion Key change	structural forms e.g. rounds,	They perform parts from memory
Verse Dynamics Chorus Melodic pattern	variations, rondo form	
Carol		
Ostinato	They maintain their part whilst others	
- Costinuto	are performing their part	
End of Unit Assessment Vehicle		
Final performance piece and evaluation		
Music Disciplinary Knowledge:		
1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and		
expression.		
2. Listen to and appreciate a wide range of high-quality live and recorded music drawn from different traditions, historical periods and from great composers		
and musicians, commenting upon the features and impact on the listener.		

Compose simple pieces for a range of purposes using musical notations; reviewing, evaluating and adapting their piece as it develops.
Compare and contrast music from different genres, different composers, and different historical periods.