

Sandiway Primary School
Music Essential Learning and Assessment Questions



Growing and Achieving Together



Creating Success Together

Music Essential Learning and Assessment Questions

Reception		
Essential Learning		
Autumn I've Got a Grumpy Face- Sing Up	Spring Bird Spotting Cuckoo Polka	Summer Slap Clap Clap
<p>I have the opportunity to explore how to use my body and voice to make music.</p> <ul style="list-style-type: none"> I can move to the beat of the music with actions. I am beginning to sing with a sense of pitch. I can explore making sound with my voice and percussion instruments to create different feelings and moods 	<p>I have the opportunity to explore how to use my voice and play instruments to make music.</p> <ul style="list-style-type: none"> Use my voice to create and copy back a range of sounds. move to the beat of the music with actions. If I listen carefully, I can recognise the 'cuckoo call' in a piece of music (so-mi). 	<p>I have the opportunity to explore how to compose using my body and play instruments to make music. I can sing and perform with actions.</p> <ul style="list-style-type: none"> How to create a three-beat body percussion pattern and perform it to a steady beat. Play rhythm patterns on percussion instruments. Listen actively to music in 3/4 time.
Assessment Questions		
<ul style="list-style-type: none"> How can you move to the beat of the music? (Clap, pat, march) Can you change your voice to match the pitch? (High/low) Which feeling or emotion is described in the song? Which instrument will you choose to make a grumpy/ happy sound? (Drum/triangle) 	<ul style="list-style-type: none"> How can you change the sound? (Sing or play quiet or loud, fast or slow) Can you name three percussion instruments? (Triangle, drum, tambourine, maracas) How many times can you hear the Cuckoo call? 	<ul style="list-style-type: none"> Can you create a three-beat body percussion pattern? Can you sing a Waltz melody in time to the music? Show me how you can transfer your body percussion pattern onto a percussion instrument?
<ul style="list-style-type: none"> Autumn 2 <u>Christmas Performance</u> Can I retell the Christian Christmas story through actions and song? 	<p align="center">Spring 2 Shake My Sillies Out</p> <ul style="list-style-type: none"> I can use instruments to create a sound story using instruments to 	<p align="center">Summer 2 Down there Under the Sea</p> <ul style="list-style-type: none"> How to make up new words to a melody.

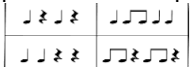

<p>I can explore how to;</p> <ul style="list-style-type: none"> warm up my body and voice. sing and add actions to my songs. <p>Performance;</p> <ul style="list-style-type: none"> perform songs and try to move in time with the music. build the confidence to perform in front of friends and family. 	<p>represent different animal sounds/ movements.</p> <ul style="list-style-type: none"> How to sing an action song with changes in speed. Play along with percussion instruments. 	<ul style="list-style-type: none"> With support, play a call-and-response phrase using stepping notes (C-D-E). Listen to a range of sea-related pieces of music and respond with movement.
Assessment Questions		
<ul style="list-style-type: none"> How can you warm up your body and voice before you sing? (pat & shake arms and legs/ exercise the face, make high and low sounds) I can sing a song with actions. Am I confident to perform in front of my family and friends? 	<ul style="list-style-type: none"> Which instruments could you choose to represent an elephant? Drum, Mouse? Triangle Which movements could you choose to represent an elephant? Slow swinging arm, mouse- on toes, running fast 	<ul style="list-style-type: none"> What are stepping notes? (notes next to each other going up or down). Can you respond appropriately to music with movement? (quick movements for a crab, slow smooth movements for a fish, jelly fish.

Year One		
Essential Learning		
<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 		
Autumn Menu Song	Spring Football	Summer Nautilus

<p>I know...</p> <ul style="list-style-type: none"> • A cumulative song keeps growing by repeating lines that went before. • If I listen carefully to the music, I can move to the beat. • How to show the shape of the pitch with actions, and singing • Pitch can change- high and low. 	<p>I know...</p> <p>Retrieval of Autumn Term Essential knowledge.</p> <ul style="list-style-type: none"> • My name can be broken down into syllables • My body or an instrument can play a rhythm 	<p>I know...</p> <p>Retrieval of Autumn Term Essential knowledge.</p> <ul style="list-style-type: none"> • Structure is the order different sections of a song is played • How to listen to and describe the Structure, Tempo and dynamics of a piece of music and state is place in history. • How to experiment with instruments to compose a piece of music.
	Assessment Questions	
<ul style="list-style-type: none"> • Which musical word describes high and low sounds? (Pitch) • What is the pulse? (A steady beat/ the heart- beat of the music) • What is a cumulative song? • How can you show the shape of the pitch in a song? 	<ul style="list-style-type: none"> • Which parts of your body can be used to play a rhythm? • Can you find and copy a repeated rhythm? • How many syllables are in your name? 	<ul style="list-style-type: none"> • Using musical words, can you compare two pieces of music and explain which piece of music you prefer and why? • Can you listen to a piece of music and identify some instruments? • Using tuned percussion, can you play your composition?
Autumn 2	Spring 2	Summer 2
<p><u>Christmas Performance</u></p> <p>Can I retell the Christian Christmas story through actions and song?</p>	<p>Musical Conversations</p>	<p>Come Dance with Me</p>
<p>I know...</p> <ul style="list-style-type: none"> • If I warm up my body and voice before I sing, I make a better sound. • How to use to change the volume of my singing. <p>Performance;</p>	<p>I know</p> <ul style="list-style-type: none"> • A composer is someone who creates music • Improvise means making a performance without preparing it. • Symbols can represent sound 	<p>I know...</p> <ul style="list-style-type: none"> • how to copy back rhythm patterns using call and response. • that the pitch can change (higher or lower) • the beat is a steady pulse that runs through a songs or piece of music, like a ticking clock or heartbeat.

<ul style="list-style-type: none"> to develop a sense of confidence and ownership over performing. Know how to engage with an audience. Know that it is important to respect fellow performers and acknowledge applause. 		
Assessment questions		
<ul style="list-style-type: none"> Why is it important to warm up the body before singing and how can I do this? (move my face muscles and sing sounds, changing the pitch) What happens when you use dynamics? (The sound gets louder or quieter) How did you feel about your performance? 	<ul style="list-style-type: none"> What is a Composer? (Someone who write music) What does improvise mean? (make it up for the first time). How can you use a graphic score to create music? (use symbols to represent sound patterns, and perform) 	<ul style="list-style-type: none"> Can you copy back, sing and play a rhythm pattern using call and response? How can you move to the beat? Can you sing with your friends and match the pitch?

Year Two		
Essential Learning		
Pupils should be taught to: <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		
Autumn Tony Chestnut	Spring Grandma Rap Notation Reading Cuddington & Sandiway Gala	Summer Tanczemy labada
I know...	I know...	I know...

<ul style="list-style-type: none"> • Improvise means to make it up for the first time. • When I sing with good diction, I say the words clearly. • When I play an echoing phrase by ear, I am listening to the changes in the pitch. 	<ul style="list-style-type: none"> • A crotchet is worth one beat. • A quaver is worth half a beat. • How to chant and play rhythm patterns using crotchets, quavers and crotchet rest from stick notation. 	<ul style="list-style-type: none"> • the pulse is a steady beat in a singing game. • How to speak Polish words. • How to play tuned percussion to accompany and invent a 4-beat body percussion pattern.  <ul style="list-style-type: none"> • Music helps people share tradition and culture.
	Assessment Questions	
<ul style="list-style-type: none"> • What does improvise mean? (make it up for the first time). • Can you copy back a musical phrase? (plays notes C and G in the correct order) • How will you sing the words? (With good diction/ say the words clearly) • Can I lead and respond in an echo action game? 	<ul style="list-style-type: none"> • What are the names and values of these notes?  (Crotchet=1 beat, Quaver= half beat) • What are the names of the notes that sit on the lines? EGBDF • What are the names of the notes that sit in the spaces? FACE 	
<p>Autumn</p> <p>Christmas Performance</p> <p>Can I retell the Christian Christmas story through actions and song?</p>		
<p>I know;</p> <ul style="list-style-type: none"> • If I warm up my body and voice before I sing, I make a better sound. 		<ul style="list-style-type: none"> • Show me how you can find the pulse in a singing game. • Sing confidently in Polish. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • How does music help us to understand tradition and culture? <i>(Music helps us to understand how people lived in their environment and what was important to them)</i>

<ul style="list-style-type: none"> • Using dynamics (volume-quiet/loud) in my performance will add atmosphere and interest. • Music tells a story. • How to develop a sense of confidence and ownership over performing and how to engage with an audience by adding expression. • it is important to respect fellow performers and acknowledge applause. 		
Assessment questions		
<ul style="list-style-type: none"> • Why is it important to warm up the body before singing? (It will keep my voice healthy and make a better sound). • How will dynamics change your performance? (It will add atmosphere) • How can you engage with the audience? 		

Year Three		
Essential Learning		
Pupils should be taught to; sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.		
Autumn I've been to Harlem	Spring Enchanted Forest Play Recorder	Summer Fly with the stars Percussion Instrumental Unit

		Gala Day Performance
<p>I know...</p> <ul style="list-style-type: none"> • a pentatonic scale is made up of 5 notes. • An ostinato is a short, repeated rhythmic pattern. 	<p>I know...</p> <ul style="list-style-type: none"> • to hold the recorder with my left hand covering the upper holes and my right hand covering the lower holes. • to make a good sound, I need to control my breath, using the sound 'doo' to start each note. • I am learning to play the notes B A and G <p>recorders have been played in folk, classical and jazz styles.</p>	<p>I know...</p> <ul style="list-style-type: none"> • Know that a chord is made up of two or three notes. • How to sing a small solo part. • That to sing in multiple parts, I must listen carefully to the music and those around me.
	Assessment Questions	
<ul style="list-style-type: none"> • In a pentatonic scale, which notes are not played? (4th and 7th) • I can play melodic and rhythmic accompaniments to a song. 	<ul style="list-style-type: none"> • How should you hold the recorder? (left hand on the top three holes, right hand over the bottom holes) • Which notes are you learning to play? B, A, G • What kind of music uses recorders? • bongos, maracas, and the marimbula (plucked metal strips on a box) 	<ul style="list-style-type: none"> • Which notes are in a C major chord? • Can you sing a small solo part? • Can you identify the names of notes and explain their values?
<p>Autumn 2</p> <p>Christmas Performance</p> <p>What skills do I need to become a confident performer?</p>	<p>Spring 2</p> <p>Create Trust Singing Playgrounds Performance</p>	<p>Summer 2</p> <p>Fly me to the stars</p> <p>Continued</p>
<p>I know...</p> <p>Warm ups</p> <ul style="list-style-type: none"> • how to use my voice safely when singing. <p>Posture</p>	<p>I know...</p> <ul style="list-style-type: none"> • To be confirmed; Jan 2025 	<p>I know...</p> <ul style="list-style-type: none"> • A semibreve=4 beats, minim=2 beats, crotchet=1 beat, and paired quavers= 2 half beats • When I sing I must try to apply; Expression, energy to my

<ul style="list-style-type: none"> • I need to sing with a good posture to produce a good sound. Dynamics <ul style="list-style-type: none"> • using dynamics adds expression to my performance. Performance; <ul style="list-style-type: none"> • Practising will help me develop a sense of confidence and ownership over performing. • it is important to respect fellow performers and acknowledge applause. 		<p>performance, enunciate my word clearly, use my eyes to connect with the conductor and the audience, use my ears to listen to the music and those around me.</p>
Assessment questions		
<ul style="list-style-type: none"> • How can you prepare your voice for singing? (Vocalising, sirening and simple scales, games) • What does good posture look like? (tall neck, relaxed knees, hands by my side). • What happens when you change the dynamics in a song? (the volume changes quiet /loud. It adds interest to a performance). • How can you engage with the audience? 	<ul style="list-style-type: none"> • To be confirmed 	<ul style="list-style-type: none"> • Which skills are needed when singing in multiple parts? • How can I make sure the audience enjoys my performance?

Year Four		
Essential Learning Pupils should be taught to; sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.		
Autumn What skills will I need to play a woodwind instrument? First Access Program	Spring This Little Light of Mine Gospel Music	Summer Samba Band Composition
I know; Edsential Planning First Access Clarinet Course <ul style="list-style-type: none"> How to assemble / disassemble my instrument The names of the different parts of my instrument are: How to hold the instrument correctly when it is played and in rest position How to play the first three notes: E F G to accompany a piece of music. 	I know... <ul style="list-style-type: none"> Gospel music is a form of African American religious music It is sung in churches. The word gospel means “good news,” This kind of music praises God. And Jesus. How to use dynamics to sing in a Gospel style. A rhythmic ostinato is a rhythmic pattern that is persistently repeated 	I know... <ul style="list-style-type: none"> Samba music originates from Brazil Agogo bells, Surdo drum, guiro, apito whistle, Tamborims, Ganzas (shakers) are Samba band instruments. Words and phrases can be used to help me create rhythm patterns.
Assessment Questions		
<ul style="list-style-type: none"> Can you demonstrate how to assemble / disassemble your instrument? What are the names of the different parts of their instrument? How should you hold the instrument correctly when it is played and in rest position? Show me how you play the notes: E F G 	<ul style="list-style-type: none"> What are the main features of Gospel music? How is dynamics used in this song? (sing the chorus louder and the verses quieter) What is a rhythmic ostinato? 	<ul style="list-style-type: none"> What are the main features of a Samba music? Which instruments are played in a Samba band? Show me how you play a samba rhythm pattern? Can you say and play a Samba rhythm pattern and maintain it throughout the piece?

<p>Autumn 2 Woodwind Tuition continued</p>	<p>Spring 2 Fanfare for the Common Man</p>	<p>Summer 2 Mangrove Twilight Tuned /untuned percussion unit</p>
<p>I know...</p> <p>Edsential Planning</p> <p>Performing;</p> <ul style="list-style-type: none"> • The note values of semibreves, minims, crotchets and paired quavers. • Some forms of dynamics (piano, forte, crescendo, diminuendo) • Basic ensemble skills, following signs and gestures from a conductor and playing together • Performance discipline 	<p>I know...</p> <ul style="list-style-type: none"> • A fanfare is a short piece of music usually played for a special event. It is often played to announce the arrival of an important person. • Fanfares are usually played by trumpets or French horns and other brass instruments. • A fanfare can be created using a small set of notes. 	<p>I know...</p> <ul style="list-style-type: none"> • A chord is when two notes are played at the same time. • A triad is when three notes are played at the same time. • The main features of Mangrove Twilight is a traditional calypso style using call and response.
<p>Assessment questions</p>		
<ul style="list-style-type: none"> • What does; piano forte, crescendo, diminuendo mean? (Quiet, loud, becoming louder, becoming quieter) • What skills will you use when you perform as an ensemble? (follow signs and gestures from a conductor and playing together) 	<ul style="list-style-type: none"> • What are musical characteristics of a fanfare? • Which instruments are usually used to play a fanfare? • What techniques have you used to compose a fanfare? (small set of notes, short repeated patterns). 	<ul style="list-style-type: none"> • What is a chord? • What is a triad? • What are the main features of this piece of music? (a calypso style using call and response)

Year Five		
Essential Learning		
Autumn What shall we do with a drunken sailor? Sea Shanty	Spring Madina tun nabi	Summer Composing in ternary Form
<p>I know...</p> <ul style="list-style-type: none"> • how to use body percussion to create and compose rhythm patterns. • how to sing and play in unison. • the main purpose of a Sea Shanty and can describe some features using musical vocabulary. 	<ul style="list-style-type: none"> • I know...Madina tun nabi is an Islamic song that originates from the holy city of Madina in Saudi Arabia. • A drone is where a note or chord is continuously sounded throughout most or all of a piece. • When I sing in a round, I practise two musical skills; harmony and rhythm/timing 	<p>I know...</p> <ul style="list-style-type: none"> • Ternary form is a musical pattern using ABA form • How to listen, appraise, and respond to the music using drawings and words. • that music can describe feelings and tell a story.
Assessment Questions		
<ul style="list-style-type: none"> • How would you record and perform your rhythm patterns? (create rhythm patterns using body percussion, select symbols to represent each action and place in a rhythm grid) • What does unison mean? (sing or play together/at the same time) • What are the main features of a Sea Shanty? (Sea shanties were work songs, created to accompany tasks on board like hauling ropes and raising sails, help keep time among groups of sailors, call and response-solo and rest of the crew sing in unison) <p>https://www.youtube.com/watch?v=ssZ6RNwyT3c</p>	<ul style="list-style-type: none"> • Where does the song Madina tun nabi originate from? • What is a drone and how is it played? (it is a sound that's played throughout most of the song) • Which skills do you use when singing in a round? (harmony/ rhythm/timing) 	<ul style="list-style-type: none"> • What is ternary form? (Structure: Ternary form – a musical shape also known as ABA where A = opening section, B = contrasting middle section, A = return to the opening, coda – a special ending). • What are the features of Empress of the pagodas? (it's 20th-century orchestral music, by French composer Maurice Ravel called <i>Laidronnette</i>. It describes the story of a little girl walking through a Japanese forest. It uses a

		<p>pentatonic scale in this work, changes in dynamics (volume) and tempo (speed).</p> <ul style="list-style-type: none"> • How does the music make you feel? (Everyone's answer may be different, it's personal).
<p>Autumn 2</p> <p>Introduction to song writing</p> <p>Christmas Performance</p> <p>What skills do I need to become a confident performer?</p>	<p>Spring 2</p> <p>Northwich Sings!</p> <p>Create Learning Trust Performance</p>	<p>Summer 2</p> <p>Kisne banaaya</p>
<p>I know;</p> <p>Vocal Health</p> <ul style="list-style-type: none"> •How to maintain good vocal health. <p>Breathing</p> <ul style="list-style-type: none"> •how to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively. •Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody. <p>Performing;</p> <ul style="list-style-type: none"> •that if I apply the Five E's to my singing, I will produce a confident performance. 	<p>I know...</p> <ul style="list-style-type: none"> • That music tells a story and is created to be evoke emotion • A good performer; watches the conductor, uses energy and expression to make their performance interesting, listens carefully to the music and those around her, enunciates the words clearly. 	<p>I know...</p> <ul style="list-style-type: none"> • Kisne banaaya is a song from India and Pakistan. It explores how our world, and the different creatures that live in it and how they came into existence. • How to sing the song (in Hindi) and learn choreography. • How to compare this song and different performances.
Assessment questions		

<ul style="list-style-type: none"> • How can you maintain good vocal health? (warm-up before singing, staying hydrated, resting voices, keeping vocal muscles relaxed). • What will increasing and controlling your airflow help you to achieve? (sing longer phrases, change dynamics, improve tuning and phrase melodies expressively) • Which skills make a confident performer? <p>(Five E's; Eyes- to look at the conductor and connect with the audience. Ears- to listen to the music and those around me. Eyebrows- to add expression</p> <p>Energy- to add enthusiasm and enjoyment to the performance. Enunciate- sing the lyrics clearly)</p>	<ul style="list-style-type: none"> • What is the story behind the songs? • What skills are needed to become a good performer? (Eyes, ears, eyebrows, energy, enunciate) 	<ul style="list-style-type: none"> • What language is the song sung in? (Hindi) • What did you notice when you compared the two songs? • Demonstrate how you can sing in four parts and accompanied with a pitched ostinato and instrumental beat.
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Year Six		
Essential Learning		
Autumn Hey, Mr Miller!	Spring Calypso soley leve Instrumental unit- Play percussion	Summer Ame Sau vala tara bal
<p>I know;</p> <ul style="list-style-type: none"> • Swing bands were created during WWII • that swing music has a syncopated beat • how to compose and play a syncopated melody. 	<p>I know;</p> <ul style="list-style-type: none"> • Calypso music has a mixture of European, African and Indian influences that is produced in the Caribbean. • Calypso is the sound of the carnival, warming up and a call out to people on the streets to move and smile in anticipation of the carnival fun to come. 	<p>I know;</p> <ul style="list-style-type: none"> • Composers use the following inter related dimensions of music to create contrast; <p>Dynamics- Louder and quieter sections.</p> <p>Texture- Sections where there are fewer performers and sections where there are more performers.</p> <p>Timbre -A description of the sound of a musical note. Smooth, sharp or bright can be used to describe the timbre of a sound.</p>

		Tempo -faster slower sections. Pitch - high and low sections. Harmony - notes that sound nice together and notes that clash. Duration - Longer notes and shorter notes
	Assessment Questions	
<ul style="list-style-type: none"> What are the main features of a Swing band? (originally created during WWII, syncopated beat, played on brass instruments; trumpets, saxophone, trombone, guitar, piano drums. What are the cultural, social, and historical context of swing music? What is a syncopated beat? (these are notes that are not played on the beat) How can you combine singing and dancing in your performance? 	<ul style="list-style-type: none"> Where does Calypso music originate from? How is Calypso music used? What instruments can you identify? 	<ul style="list-style-type: none"> How can a composer create contrast in a piece of music? They can use; Dynamics - Louder and quieter sections. Texture - Sections where there are fewer performers and sections where there are more performers. Timbre -A description of the sound of a musical note. Smooth, sharp or bright can be used to describe the timbre of a sound. Tempo -faster slower sections. Pitch - high and low sections. Harmony - notes that sound nice together and notes that clash. Duration - Longer notes and shorter notes
Autumn 2 Composing for Protest x 3 Christmas Performance What skills do I need to become a confident performer?	Spring 2 Calypso soley leve Instrumental unit- Play percussion continued	Summer 2 That's All Folks! End of Year production
I know; <ul style="list-style-type: none"> Ethel Smyth was an English composer who used music to 	I know; <ul style="list-style-type: none"> How to improvise in Section C using G pentatonic 	I know; <ul style="list-style-type: none"> I now have a sense of confidence and ownership over performing.

<p>put across the message of the suffragettes.</p> <ul style="list-style-type: none"> • A Protest song is written to help a social cause or to effect change. • How to create my own protest song in the style of Ethel Smith. <p>Vocal Health</p> <ul style="list-style-type: none"> •How to maintain good vocal health. <p>Breathing</p> <ul style="list-style-type: none"> •how to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively. •Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody. <p>Performing;</p> <ul style="list-style-type: none"> •that if I apply the Five E's to my singing, I will produce a confident performance. <p>Protest Song x 3 lessons</p> <p>I know:</p> <ul style="list-style-type: none"> • Ethel Smyth was an English composer who used music to put across the message of the suffragettes. • A Protest song is written to help a social cause or to effect change. • How to create my own protest song in the style of Ethel Smith. 	<ul style="list-style-type: none"> • Xylophones, claves, drums, shakers, percussion instruments are used in Calypso music. 	<ul style="list-style-type: none"> • how to collaborate with different groups on stage by listening carefully to the music and those around me. • 'acting through song' helps me to sing melodies expressively. • That by making small dynamic changes, I can emphasise important syllables and create musical interest in the melody.
Assessment questions		

<ul style="list-style-type: none"> • Who was Ethel Smyth? • What is a Protest song and how is it used? (A song written to help a social cause or to effect change) • What features will you include when you compose your own protest song? Lyrics, actions, steady tempo, dynamics • How can I maintain good vocal health? • What will increasing and controlling your airflow help you to achieve? (Better phrasing, longer quality sounds). • How can you become a confident performer? (Use the Five E's-Eyes, Ears, Expression, Enunciate, Energy) 	<ul style="list-style-type: none"> • Demonstrate how to play the calypso clave rhythm on a hand drum using both hands. • Which notes will you use in the pentatonic scale of G? (G-A-B-D-E). 	<ul style="list-style-type: none"> • How can you develop a sense of confidence and ownership over performing? (listen carefully to the directions and advice given, work hard and practise) • What skills will help you to sing a melody with expression? (Acting through the song) • What are the effects of changing the dynamics within a song? (it will add more interest for the listener)
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Key Performance Skills

- **Five E's;**
- **Eyes-** to look at the conductor and connect with the audience
- **Ears-** to listen to the music and those around me.
- **Eyebrows-** to add expression
- **Energy-** to add enthusiasm and enjoyment to the performance
- **Enunciate-** sing the lyrics clearly

I know; **Performing;**

- which skills to use to become a confident performer. (Five E's)
- that if I apply **the Five E's** to my singing, I will produce a confident performance.

Vocal Health

- that good vocal health means; warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

Warm ups

- a range of strategies to lead a vocal warm up (vocalising, sirening and simple scales, games).

Breathing

- by increasing and controlling my airflow will help me to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.

Posture

- good posture will have a relaxed but stable stance (soft knees) and sets the body up to produce an unforced but well-focused sound.
- **Dynamics** add expression to a song.
- **Phrasing** gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.

Context

- I must consider the context in which the song was written and discuss the meaning of any lyrics to perform a piece well.

Performing;

- That using the five E's will improve my performance.