

This document outlines the progression of music objectives, separated into the following areas:

Listen and Appraise	<ul style="list-style-type: none"> • Knowledge of genres and themes 	<ul style="list-style-type: none"> • Page 2
	<ul style="list-style-type: none"> • Knowledge of instruments 	<ul style="list-style-type: none"> • Page 2
	<ul style="list-style-type: none"> • Structure of a song 	<ul style="list-style-type: none"> • Page 2
	<ul style="list-style-type: none"> • Technical knowledge 	<ul style="list-style-type: none"> • Page 3
	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Page 3
Sing, Explore and Create	<ul style="list-style-type: none"> • Exploring the pulse 	<ul style="list-style-type: none"> • Page 4
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	<ul style="list-style-type: none"> • Singing 	<ul style="list-style-type: none"> • Page 5
Perform	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Page 5
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	<ul style="list-style-type: none"> • Evaluating my performance 	<ul style="list-style-type: none"> • Page 6
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	Early Years Musicians	Key Stage One Musicians	Lower Key Stage Two Musicians	Upper Key Stage Two Musicians
Listen and Appraise	<p>Knowledge of Genres and Themes</p> <ul style="list-style-type: none"> I can enjoy listening and dancing to different types of music. (CyA&B:Su2) I can enjoy listening and dancing to funk music. (CyA&B:Su1) I can recognise and name some of the characters and stories in songs. (CyA&B:Au1;CyA&B:Au2) 	<p>Knowledge of Genres and Themes</p> <ul style="list-style-type: none"> I know the names of the following styles of music: Blues, Baroque, Latin, Folk and Funk. (CyA:Sp1) I know what Reggae music is. (CyA:Sp2) I know that rap is spoken word. (CyB:Au1) I know that different pieces of music have different styles. (CyB:Au1) I know that there are different styles of music, including Rock music. (CyB:Sp2) I know the names of different styles of music, including: Reggae, Blues, Baroque, Latin, Folk and Funk. (CyA:Su2;CyA:Su2) 	<p>Knowledge of Genres and Themes</p> <ul style="list-style-type: none"> I know different themes that can be represented through music. (CyA&B:Su2) I know that different themes can be portrayed through music, including: kindness, respect, friendship, acceptance and happiness. (CyA&B:Sp1;CyA&B:Su1) I can identify the theme of a song. (CyA&B:Sp1) I can explain how the words of a song tell a story. (CyA&B:Sp1;CyA&B:Su1) 	<p>Knowledge of Genres and Themes</p> <ul style="list-style-type: none"> I can describe the style indicators in piece of music.(CyB:Au1;CyB:Sp1;CyBSp2) I know about the music of different artists. (CyB:Su1) I know that musical performance can be used to celebrate identity. (CyB:Su1)
	<p>Knowledge of Instruments</p> <ul style="list-style-type: none"> I know the names of some un-tuned percussion instruments. (CyA&B:Su1;CyA&B:Su2) 	<p>Knowledge of Instruments</p> <ul style="list-style-type: none"> I know the names of the following instruments: keyboard, bass, drums, electric guitars, saxophone and trumpet. . (CyA:Au1) I know the names of the following instruments: keyboard, drums, bass, vocals and glockenspiels. (CyB:Sp1) I know the names of these instruments: vocals, keyboards, bass, guitars, percussion, trumpets and saxophones. (CyB:Au2) I can name two instruments in a song that I am listening to. (CyA:Au2;CyA:Su2);CyB:Sp1) I know what a percussion instrument is. (CyA:Su1) I can identify the sound of a percussion instrument in a song. (CyA:Su1) I can identify different instruments in the songs that I am listening to. (CyB:Su2) 	<p>Knowledge of Instruments</p> <ul style="list-style-type: none"> I can identify the instruments and voices that I can hear in a piece of music. (CyA&B:Au1;CyA&B:Au2;CyA&B:Sp1) I know the names of the following musical instruments or types of vocal: bass, drums, electric guitar, keyboard, organ, male or female vocals and backing vocals. (CyA&B:Au2;CyA&B:Sp1) 	<p>Knowledge of Instruments</p> <ul style="list-style-type: none"> I can talk about the music instruments used in a song. (CyB:Sp2) I know the names of the following musical instruments or types of vocal: lead vocal, electric guitar, bass guitar, drums and keyboard (CyA:Au1) and strings, piano, bass and drums. (CyA:Sp1) I know the names of the following musical instruments or types of vocal: loops, samples, decks, scratching, drums, bass, synthesiser and rapper. (CyA:Sp2) I know the names of the following musical instruments or types of vocal: female voice, female backing vocals, keyboard, drums, bass, rhythm, section and brass section. (CyA:Su1;CyB:Au1) I can talk about the music instruments used in a song. (CyB:Au1;Sp1)
	<p>Structure of a Song</p> <ul style="list-style-type: none"> I can enjoy listening to music and respond through dance or other movement. (CyA&B:Au1;CyA&B:Au2;CyA&B:Sp1;(CyA&B:Sp2) 	<p>Structure of a Song</p> <ul style="list-style-type: none"> I know what a chorus is. (CyA:Au1;CyA:Su2;CyB:Su2) I can identify the chorus in a song. (CyA:Au2) I know that some songs have a question and answer section. (CyA:Au1) 	<p>Structure of a Song</p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an introduction, verses and the chorus. (CyA&B:Au1) I know that the structure of a piece of music can consist of an introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. (CyA&B:Au2) I can identify the structure of a song. (CyA&B:Au1;Au2) 	<p>Structure of a Song</p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. (CyA:Au1) I know that the structure of a piece of music can consist of a piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with a tag ending. (CyA:Sp1) I know that the structure of a piece of music can consist of a piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with a tag ending. (CyA:Sp2) I know that the structure of a piece of music can consist of an intro, verse 1, chorus, bridge, verse 2, chorus, bridge and verse 3. (CyA:Su1) I know that the structure of a piece of music can consist of verses, choruses, the intro, instrumentals and a bridge. (CyB:Au1;CyB:Sp1;CyB:Sp2)

Listen and Appraise	Technical Knowledge • I can enjoy listening to music and respond to different speeds through dance or other movement. (CyA&B:Sp1)					Technical Knowledge Pulse: <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. (CyA: Au1; Su2; CyB: Au1; Au2; Sp2; Su1; Su2) I can decide how to show the pulse in a piece of music that I am listening to. (CyB: Sp1) Rhythm <ul style="list-style-type: none"> I know that the rhythm is different from the pulse. (CyA: Au1; Su2; CyB: Su2) I know that the rhythm is sound pattern. (CyA: Au1; CyB: Au1; Au2; Sp2; Su1) I can clap the rhythm of different words. (CyB: Su2) Melody <ul style="list-style-type: none"> I know that a melody is a sequence of notes. (CyA: Au1) I know what a melody is. (CyB: Sp1) Pitch <ul style="list-style-type: none"> I know that the pitch is high or low sounds that we add to the pulse and the rhythm when we sing or play an instrument. (CyA: Su2; CyB: Su2) 				Technical Knowledge Pulse <ul style="list-style-type: none"> I know that a change in the pulse can result in a change in the tempo of the music. (CyA&B: Su1; Su2) Dynamics <ul style="list-style-type: none"> I know what dynamics are. (CyA&B: Su1; CyA&B: Su2) I can discuss the tempo changes and dynamics in a song. (CyA&B: Su1) 				Technical Knowledge <ul style="list-style-type: none"> I can describe the pulse of the music, analysing the tempo, dynamics and texture. (CyA: Au1; Sp1; Sp2; CyB: Au1; Sp1; Sp2) I can talk about the musical dimensions in a piece of music. . (CyB: Au1; Sp1; Sp2) 			
	listen	Funk	rap	like	dislike	pulse	melody	style	bang	structure	tempo	male	themes	structure	riff	bass line	Old-School
					rhythm	question	percussion	hit	introduction	organ	hook	melody	bridge	synthesizer	backbeat	Rock	
					pitch	answer	tempo	tap	verse	backing	riff	pentatonic	backbeat	deck	brass	Rap	
					rap	dynamics	shake	instruments	chorus	vocals	Disco	scale	amplifier	backing	section	Neo Soul	
					Rock		chorus			female		dynamics	instrumental	loops	harmony	Motown	
					Reggae					vocals			interlude	scratching	hook	Folk	
													tag ending	cover	style	DJing	
													tempo	timbre	indicators	Urban	
													dynamics	texture	melody	Soul	
													texture	groove	compose	Gospel	
													culture	music	dynamics	Electronic	
													identity	solo	equality	Acoustic	
													lyrics	civil rights	unison	Hip Hop	
													racism	gender	turntablist		
													inspirational	gender	producer		

	Early Years Musicians	Key Stage One Musicians	Lower Key Stage Two Musicians	Upper Key Stage Two Musicians
Sing, Explore and Create	<p>Exploring the Pulse</p> <ul style="list-style-type: none"> I know how to find the pulse. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp1; CyA&B: Sp2) I can find the pulse and show this by marching, jumping or moving like a character from a song. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp1; CyA&B: Sp2) I can find the pulse and show this through actions eg. funky monkey, funky chicken or funky bear. (CyA&B: Su1; CyA&B: Su2) 	<p>Exploring the Pulse</p> <ul style="list-style-type: none"> I can march in time to the pulse of a song that I am listening to. (CyA: Au1; CyA: Au2) I can march in time to the pulse. (CyB: Au1; Au2) I can use dancing to show the pulse in different styles of music. (CyA: Sp1) 		
	<p>Exploring the Rhythm</p> <ul style="list-style-type: none"> I know how to find the rhythm. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp1; CyA&B: Sp2) I can copy back the rhythm of my name. (CyA&B: Au1; CyA&B: Au2) I can copy back the rhythms of phrases in a song. (CyA&B: Sp1; CyA&B: Sp2) I can copy back the rhythm of words from the video. (CyA&B: Su1; CyA&B: Su2) I can clap the rhythm of words from the song. (CyA&B: Su1; CyA&B: Su2) 	<p>Exploring the Rhythm</p> <ul style="list-style-type: none"> I can copy back the rhythm that I hear. (CyA: Au1; CyA: Au2; CyA: Sp1; CyB: Au2) I can clap the rhythm of my name over a backing track. (CyA: Au1; CyA: Au2; CyB: Au2) I can clap the rhythm of different words. (CyA: Sp1; Su2; CyB: Au1; Sp1; Su1) I can create my own rhythms for the class to clap back. (CyB: Au1) 		
	<p>Exploring the Pitch</p> <ul style="list-style-type: none"> I know what a high pitched sound is. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp1; CyA&B: Sp2) I know what a low pitched sound is. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp1; CyA&B: Sp2) I can copy sounds and distinguish between high and low pitch. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp1; CyA&B: Sp2) I can add a pitched sound to the rhythm of words and short phrases from a song. (CyA&B: Su1; CyA&B: Su2) 	<p>Exploring the Pitch</p> <ul style="list-style-type: none"> I know that the pitch is high or low sounds that we add to the pulse and the rhythm when we sing or play an instrument. (CyA: Sp2) I can create high and low sounds (different pitches) when I sing. (CyB: Au1) I can use my voice to show different pitches of sound. (CyB: Au2) 		
	<p>Playing an Instrument</p> <ul style="list-style-type: none"> I know the name of an un-tuned instrument. (CyA&B: Sp1; CyA&B: Sp2) I know how to play a pitched sound on a glockenspiel. (CyA&B: Su1) I can play the pulse on an un-tuned percussion instrument. (CyA&B: Su1; CyA&B: Su2) 	<p>Playing an Instrument</p> <ul style="list-style-type: none"> I know how to find the notes on a glockenspiel. (CyA: Au1; Sp1) I know how to hold the glockenspiel sticks correctly. (CyB: Su1) I can play the note C on the glockenspiel in time as part of a performance. (CyA: Au1) I can play in time to the music, using the following notes: G, A and C. (CyA: Au2; Sp1) I can play in time to the music, using the following notes: C and D. (CyA: Sp2; CyB: Sp2) I can play in time to the music, using the following notes: D, F and C. (CyA: Su1) I can play in time to the music, using the following notes: E and G. (CyB: Sp1) 	<p>Playing an Instrument</p> <ul style="list-style-type: none"> I can play the notes F, G and C accurately and in time as part of a performance. (CyA&B: Au1) I can play the note G by ear. (CyA&B: Sp1) 	<p>Playing an Instrument</p> <ul style="list-style-type: none"> I can play the glockenspiel in unison with my peers. (CyA: Sp1) I can play the notes A, G and B by ear and from musical notation. (CyB: Au1; Sp2) I can play the notes C, D and E by ear and from musical notation. (CyA: Sp1) I can play the notes G and A by ear and from musical notation. (CyA: Su1)

	Early Years Musicians	Key Stage One Musicians	Lower Key Stage Two Musicians	Upper Key Stage Two Musicians
Perform	Singing <ul style="list-style-type: none"> I can sing a song in time with a grown up. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp2) I can add actions or substitute a word in some sections of a song. (CyA&B: Au1; CyA&B: Au2; CyA&B: Sp1; CyA&B: Sp2) I can perform a song with actions. (CyA&B: Au1; Au2; Sp1; Sp2; Su1; Su2) I can sing or rap in time with a grown up. (CyA&B: Sp1) I can sing songs in time with my teacher. (CyA&B: Su2) 	Singing <ul style="list-style-type: none"> I can sing in unison with my friends. (CyA: Sp1) I can sing and dance in unison with my friends. (CyB: Su2) 	Singing <ul style="list-style-type: none"> I can sing in two parts. (CyA&B: Sp1; Sp2; Su1) I can contribute to a performance by singing. (CyA&B: Sp2) I can sing in unison with my friends. (CyA&B: Sp2) 	Singing <ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. (CyA: Au2; Su2; CyB: Au2; Su2) I can join in with singing in rounds. (CyA: Su2; CyB: Au2; Su2) I can sing in unison in its original style and the Urban Gospel version. (CyB: Sp1) I can present a performance in an interesting and engaging way. (CyB: Su1)
	Playing an Instrument <ul style="list-style-type: none"> I can play a 1-note pattern in time with pulse, using an un-tuned instrument. (CyA&B: Sp1; CyA&B: Sp2) 	Playing an Instrument <ul style="list-style-type: none"> I can play in time to music, using a range of notes. (CyA: Su2; CyB: Su2) I can play accurately in time to the music, using the note: C. (CyB: Su1) 	Playing an Instrument <ul style="list-style-type: none"> I can play the notes G and A accurately and in time as part of a performance. (CyA&B: Au2) I can play the notes C and A accurately and in time as part of a performance. (CyA&B: Su1) I can play a glockenspiel accurately and in time to the music. (CyA&B: Su2) 	Playing an Instrument <ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. (CyA: Au2; Su2; CyB: Au2; Su2) I can present a performance in an interesting and engaging way. (CyB: Su1)
	Evaluating my Performance <ul style="list-style-type: none"> I can listen back to my own performance and talk about whether I was happy with my performance. (CyA&B: Sp1; CyA&B: Sp2; CyA&B: Su1; Su2) 	Evaluating my Performance <ul style="list-style-type: none"> I can say what I liked or disliked about my performance. (CyA: Sp1) 	Evaluating my Performance <ul style="list-style-type: none"> I know what a performance is. (CyA&B: Sp2) I know what an audience is. (CyA&B: Sp2) I can watch my performance back and discuss my thoughts and feelings towards it. (CyA&B: Sp2) 	Evaluating my Performance <ul style="list-style-type: none"> I know that I am performing for an audience, and must plan my performance to suit the audience. (CyA: Au2; Su2; CyB: Au2; Su2) I can watch a recording of my performance and discuss my thoughts and feelings towards it. (CyA: Au2; Su2; CyB: Sp1; Su2) I can analyse whether my performance was planned to suit the audience, whether it communicated my ideas, thoughts and feelings about the songs, and discuss what went well and what could have gone better. (CyA: Au2; Su2; CyB: Au2; Sp1; Su2) I can talk about my identity in the music and the performance. (CyB: Su1)
	perform boogie like dislike	perform unison audience parts improvise	audience performance	audience improve singing rounds perform audience engage