

Subject progression: MUSIC

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery:	<p>song melody (tune) percussion sounds rhyme sound maker play instrument hit shake sing control pitch listen happy sad pitch match clap tone melodic shape rhythmic repetitive</p>	<p>Communication and language I can sing a large collection/repertoire of songs.</p> <p>Physical Development I can use large muscle movements to wave flags, steamers, paint and make marks.</p> <p>Expressive Arts and Design I can listen with increased attention to sounds. I can express my thoughts/feelings about what I have heard. I can remember and sing an entire song. I can remember the pitch of a tone sung by someone else (pitch match). I can sing the melodic shape (moving melody such as up and down) of a familiar song. I can create my own simple song. I can improvise (make one up from a few notes) a song around a story I know. I can play untuned instruments with increasing control to express my idea/feeling.</p>	<p>I know a collection of different songs I can sing. I know I can listen with increased attention to sounds. I know I can learn and remember an entire song. I know how to express my thoughts about what I have heard. I know I can sing the pitch of a tone sung by someone else. I know I can sing the melodic shape of a familiar song. I know I can create my own simple song. I know how to play an untuned instrument with some control.</p>

perform fluently
ease
combine move in time
express
response
listen attentively
move in time
sing in a group
solo perform fast
slow

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Communication and language

I can listen carefully to a rhyme or song.
I can pay attention to how a song or rhyme sounds.
I can learn rhymes, poems and songs.

Physical Development

I can combine different movement with ease and fluency.

Expressive Arts and Design

I can explore artistic effects to express my idea/feeling.
I can develop my ability to represent my ideas.
I can share my ideas about music.
I can listen, move and talk about music.
I can sing in a group.
I can sing on my own.
I can increasingly match the pitch.
I can follow a melody.
I can engage in music making.
I can sing a well-known nursery rhyme or song.
I can move in time with a piece of music.

I know how to listen carefully to a rhyme or song.
I know how a song or rhyme sounds.
I know how to learn a rhyme, song or poem.
I know how to express my music idea/feeling.
I know how to share my ideas about music.
I know how to sing in a group.
I know how to sing on my own.
I know how to follow a melody.
I know how to match the pitch.
I know how to sing a well-known song or nursery rhyme.
I know I can move in time to a piece of music.

long sound short sound
 duration blowing
 high pitch low pitch
 rhythm loud quiet
 pulse texture
 compose
 untuned instrument
 sequence

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Performance

I can use my voice to speak/sing/chant
 I can join in with singing.
 I can use instruments to perform,
 I can look at my audience when performing. I can clap short rhythmic patterns.
 I can copy sounds.
 CHALLENGE- I can make loud/quiet sounds.

Composing

I can make different sounds with my voice/ an untuned instrument.
 I can say when there is a change in a sound.
 I can change the sound myself.
 I can repeat short rhythmic and melodic patterns.
 I can make a sequence of sounds.
 I can show sounds by using picture. CHALLENGE- I can give a reason for choosing an instrument.

Appraising

I can respond to different moods in music.
 I can say whether I like/dislike a piece of music.
 I can say how a piece of music makes me feel.
 I can choose sounds to represent different things.
 I can recognise a repeated pattern. CHALLENGE-I can identify two different types of sounds happening at the same time.

I know the chorus keeps repeating.
 I know the difference between long and short sounds.
 I know the difference between high and low sounds.
 I know what a repeated pattern is.
 I know when to play or sing.
 I know what the difference between a fast/slow.
 I know the difference between loud/quiet sounds.

repeated phrases
 timbre dynamics
 notation pace
 volume emotion
 smooth
 melodic patterns
 crisp
 combined effect
 scratchy
 rattling record
 tinkling
 recorder in tune
 pulse
 tuned instrument
 tempo (speed)
 symbols musical
 notes steps leaps

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Performance

I can sing and follow the melody (tune).
 I can sing accurately at a given pitch.
 I can perform simple repeated patterns and accompaniments keeping a steady pulse.
 I can perform with others.
 I can play simple rhythmic patterns on an instrument.
 I can sing by increasing /decreasing in tempo (speed)
 I can play by increasing/decreasing in tempo (speed). **CHALLENGE-I** can sing/play rhythmic patterns in contrasting tempo-keeping to the pulse.

Composing

I can order sounds to create a beginning, middle and end.
 I can create music to response to different starting points.
 I can choose sounds which create an effect.
 I can use symbols to represent sounds.
 I can make connections between notations and musical notes.
CHALLENGING-I can use simple structures in a piece of music.

Appraising

I can improve my own work.
 I can listen out for certain things when listening to music. **CHALLENGE-** I can recognise sounds that move by steps/leaps.

RECORDER-

I can name parts of my recorder.
 I can play and recognise notes B and A and G.
 I can play the notes A and B and experiment with the length of time I play them for.
 I can play the notes G and experiment how long I play it for.

I know that the end of phrases are where we breathe in a song.

I know what a repeated pattern is and keep a steady beat during the pattern.

I know what tempo means when keeping to a pulse/speed.

I know what order to create sounds in.

I know the right symbol to use for the right sound.

I know there is a connection between notations and musical notes.

I know how to hold my recorder.

I know how to play A, B, G and E on my recorder.

I know how to play a simple tune on my recorder.

I can play the notes A, B and G and play a simple tune.
I can play the note E and use it in some simple tunes.

structure texture
vocally
silence improvise
call & response
rest symbol
stave notes
quaver crochet
minim
accompaniment
diction accurate
pitch round

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Performance

I can sing in tune with expression.

I can control my voice.

I can play clear notes on my recorder CHALLENGING- I can work with a partner to create a piece of music.

Composing

I can use different elements (pitch, volume, duration, texture and form/structure) in a composition.

I can create repeated patterns with tuned/tuned instruments.

I can create an accompaniment for a tune. I can combine different sounds to create a specific mood/feeling. Challenge- I can use tempo to provide contrast in a piece of music.

Appraising

I can say how I improved my work

I can use musical words to describe a piece of music.

I can say what I like/dislike using some musical words.

I can recognise at least 1 famous composer.

CHALLENGE- I can say what is repetition is.

Recorder

I can say what each part of the recorder is for.

I can hold my recorder correctly when I play.

I can play the notes B, A and G correctly.

I can play simple tunes with the notes B, A, G.

I can recognise low E and D and high C and D.

I can play a simple tune using the notes D, E A, B and C.

I know when to control my voice when I sing.

I know how to hold my recorder correctly.

I know the names for different parts of the recorder.

I know the notes B, A, G. E, C and D on the recorder.

I know what a repeated pattern is.

I know how to improve my work.

I know how to describe my music using some music words.

I know what repetition means.

cyclic patterns
accents chords
cello
double bass viola
string family
harmony metre
ensemble
steps/leaps
dotted crotchet
riff
rhythmic ostinato
steady beat
independent

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Performance

I can perform a simple part rhythmically.
I can sing songs from memory with accurate pitch.
I can improvise (make something up with a given number of notes) using a repeated pattern.

Composing

I can use standard notation.
I can use notations to sequence pitches.

Appraising

I can explain the place of silence and say why it is used.
I can start to identify the character of a piece of music.
I can describe and identify the purpose of different music.

Cello

I can pluck strings.
I can begin to use a bow with a cello.
I can name parts of a cello.
I can describe the difference between a double bass and a cello.
I can name the 4 strings.
I can play crochets and quavers.
I can use ta and ti ti to help me get the rhythm correct,
I can use all 4 fingers on 1 string.

I know what improvise means.
I know how to improve my work.
I know why we use silence in a piece of music.
I know how to use a bow.
I know my left hand changes the sound of my strings.
I know the names of the 4 strings on a cello/double bass.
I know a crochet is one beat long.
I know a quaver is half a beat.

phrasing phrase
strong/weak beat
subdivide flat
sharp
staccato legato
crescendo
Diminuendo
Character
Structural

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Performance

I can breathe in the correct place when singing.
I can sing and use expression.
I can maintain my part whilst others are performing their part.
I can perform 'by ear' and from simple notations.
I can improvise (make something up with a given number of notes) using melodic and rhythmic phrases.
I can recognise and use basic structural forms e.g. rounds

Composing (include notation)

I can change sounds or organise them to change the effect.
I can use my notations to play groups of chords.
CHALLENGING-I can say how a pattern of repetitions, contrast or variations can be organised to give structure to a rhythm and melody.

Appraising

I can describe, compare and evaluate music using musical vocabulary.
I can say why a piece of music is un/successful.
I can suggest how to improve my work or someone else's.
I can show a preference for the work of famous composers.
CHALLENGE-I can identify how tempo (speed) changes the character of music.

Cello

I can play more than 2 different strings.
I can play crochets and quavers on the cello.
I can name the 4 strings.

I know how to breathe correctly when I sing.
I know how to add expression when I sing.
I know how to maintain my part whilst others perform.
I know what melodic and rhythmic phrases are.
I know how to sing in a round.
I know to improvise means to make something up with a given number of notes.
I know how to accompany a song with tuned and untuned instruments.
I know how to play a chord.
I know thinner strings are higher pitch.
I know thick strings are lower pitch.
I know how to organise sounds to change the effect.
I know how to improve my work.
I know which composers work I prefer.

Year 6:

	<p>I can use ta and ti ti to get the rhythm correct. I can recognise when notes and rhythms are repeated in the cello music. I can keep playing my part when others are playing different parts.-tune and a simple accompaniment. I can use all 4 fingers on 1 string,</p>	
layer sounds harmonies	<p>Performance I can sing a harmony part confidently and accurately. I can perform parts from memory. I can take lead in a performance. I can take a solo part. I can perform using notations. CHALLENGE-I can perform a piece of music which contains 2 melodic/rhythmic parts.</p> <p>Composing I can use a variety of untuned(percussion) and tuned (xylophone) instruments. I can combine different groups of beats. CHALLENGE-I can show how a small change of tempo can change a piece of music.</p> <p>Appraising I can refine and improve my work/singing. I can say how the venue, occasion and purpose affects the way a piece of music is created. I can compare and contrast the impact that different musicians from a different time will have had on the people of that time.</p>	<p>I know different parts of a song from memory. I know how to take the lead in a performance. I know how to play a un/tuned instrument using notation. I know how use untuned percussion and tuned (xylophone) to perform. I know how a piece of music created can affect the people of the time it was written.</p>