

Subject progression: MUSIC 2023/24

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>
Reception:	<p>perform fluency ease combine move in time express response listen attentively move in time sing in a group solo perform fast slow</p> <p>Music taught by music specialist.</p>	<p>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.</p> <p>Physical Development I can combine different movement with ease and fluency.</p> <p>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.</p>	<p>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.</p>

Year 1:

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

Music taught by music specialist.

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.

Year 2:

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

Music taught by music specialist.

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 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.

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.

Year 3:

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

Music taught by music specialist.

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, artist or musician. **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.

Year 4:

cyclic patterns
accents chords
Glockenspiel percussion
strike bars beaters
CDEFGA harmony metre
ensemble steps/leaps
dotted crotchet riff
rhythmic ostinato
steady beat independent

Music taught by music specialist.

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, artists and composers.

Glockenspiel
I can read and play music on The Glock notes CDEFGA.

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 bars and a beater when playing The Glock..
I know the notes and keys of CDEFGA on The Glock.
I know a crochet is one beat long.
I know a quaver is half a beat.

Year 5:

phrasing phrase
strong/weak beat
subdivide flat sharp
staccato legato crescendo
Diminuendo
Character
Structural
Glockenspiel beaters
strike bars CDEFGABC

Music taught by music specialist.

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
CHALLENGING- I can use pitches to produce harmony by building up simple chords. I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.

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, musicians and modern artists.
CHALLENGE-I can identify how tempo (speed) changes the character of music.

Glockenspiel
I can read and play music on The Glock notes CDEFGABC.

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 which keys are higher pitch.
I know which keys 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.

I know how to use bars and a beater when playing The Glock.
I know the notes and keys of CDEFGABC on The Glock.

Year 6:

layer sounds
harmonies
Turntables
Vinyl
Record player
Revolve
Audio sounds

Turntables-A Brown

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.

Composing
I can use a variety of untuned(percussion) and tuned instruments.
I can use a Turntable.
I can combine different groups of beats.
CHALLENGE-I can show how a small change of tempo can change a piece of music.

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 or geographical location will have or had on the people of that time.

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 a Turntable to create sounds and rhythms and pulse.
I know how a piece of music created can affect the people of the time/place it was written.