

# Key Vocabulary and Progression of Skills

## Music



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To perform	<ul style="list-style-type: none"> <li>• sing songs, make music and experiment ways of changing them.</li> <li>• learn songs and sing in a group and perform to an audience.</li> <li>• copy and clap 3 or 4 word phrases from the song.</li> <li>• find the pulse, exploring rhythms, exploring high and low pitch and learning new songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> <li>• perform, playing a tuned instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Pronounce words within a song clearly..</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch..</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice..</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> <li>• learn a musical instrument and perform as part of an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> <li>• learn a musical instrument and perform independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
To compose	<ul style="list-style-type: none"> <li>• explore different sounds of instruments.</li> <li>• tap out simple repeated rhythms</li> <li>• explore and learn how sounds can be changed</li> <li>• use the starting note to explore melodic patterns using one or two notes</li> <li>• enjoy playing patterns using a combination of any of the three notes C, D and E.</li> <li>• keep the beat of the song with a pitched note</li> <li>• explore and learn how sounds can be changed</li> <li>• invent a pattern to go with a song using one note</li> </ul>	<ul style="list-style-type: none"> <li>• Clap rhythms.</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine a variety of musical devices, including melody and rhythm.</li> <li>• Use drones and melodic ostinati</li> <li>• Use digital technologies to compose, edit and refine pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>

# Key Vocabulary and Progression of Skills

## Music



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To transcribe			<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Use the treble clef to transcribe compositions.</li> <li>Use and understand simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>Use the standard musical notation for a pair of quavers, crotchet, minim, and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand that the pitch of a note changes when you add a # (sharp) or (flat) symbols.</li> </ul>
To listen to, discussion and appraise music	<ul style="list-style-type: none"> <li>talk about the ideas and processes that have led them to make music.</li> <li>talk about their work and others work and recognise the differences between them and strengths of others.</li> <li>listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>select and listen to music on MP3 players.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.</li> <li>Understand how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
Key Vocabulary	Key Vocabulary: fast, slow, -long, short -high, low	Key Vocabulary: -beat -dynamics -pitch	Key Vocabulary: -beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus	Key Vocabulary: -beat -dynamics -pitch -timbre -compose -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -round	Key Vocabulary: beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -ostinato -drone -texture -structure -stave -minim, crotchet and semibreve -drone -ostinato	Key Vocabulary: beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -texture -structure -stave -minim, crotchet and semibreve -drone -ostinato -harmony -accompaniment -solo -unison -time signature -treble clef -scale	Key Vocabulary: beat -dynamics -pitch -timbre -compose -verse -chorus -call and response -verse and chorus -melody -duration -tempo -rest -notation -improvise -texture -structure -stave -minim, crotchet and semibreve -drone -ostinato -harmony -accompaniment -quavers -time signature -treble clef -sharp and flat -cappella -chord -staccato