

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

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