



Sequence of Learning - Music

	Early years	Y1	Y2	Y3	Y4	Y5	Y6
<u>Knowledge</u> Cycle A / B	I can experiment with ways of changing my songs and music.	<p>I can respond to different moods in music.</p> <p>I can say whether I like or dislike a piece of music.</p> <p>I can choose sounds to represent different things.</p>	<p>I can order sounds to create a beginning, middle and an end.</p> <p>I can create music in response to different starting points.</p> <p>I can choose sounds which create an effect.</p> <p>I can make connections between notations and sounds.</p> <p>I can listen out for particular things when listening to music.</p> <p>I can improve my own work.</p>	<p>I can use different elements in my composition.</p> <p>I can combine different sounds to create specific mood or feeling.</p> <p>I can use musical words to describe a piece of music and compositions.</p> <p>I can use musical words to describe what I like and do not like about a piece of music.</p> <p>I can recognise the work of at least one famous composer.</p> <p>I can improve my work; explaining how it has been improved.</p>	<p>I can sing songs from memory with accurate pitch.</p> <p>I can explain why silence is often needed in music and explain what effect it has.</p> <p>I can identify the character in a piece of music.</p> <p>I can identify and describe the different purposes of music.</p> <p>I can identify and describe a specific piece of music written by Beethoven, Mozart and Elgar.</p>	<p>I can change sounds or organise them differently to change the effect.</p> <p>I can use notation to record groups of pitches (chords).</p> <p>I can record aspects of the composition process.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p>I can suggest improvement to my own work and that of others.</p>	<p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p> <p>I can perform parts from memory.</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within different pieces of music.</p>



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						I can contrast the work of a famous composer and explain my preferences.	
<p><u>Skills</u> Cycle A / B</p>	<p><u>ELG - Expressive Arts and Design</u> <i>Exploring and using media and materials:</i> I can sing songs.</p> <p>I can make music and dance.</p> <p><i>Being imaginative:</i> I can represent my own ideas, thoughts and feelings through music and dance.</p>	<p>I can use my voice to speak, sing and chant.</p> <p>I can use instruments to perform.</p> <p>I can clap short rhythmic patterns.</p> <p>I can make different sounds with my voice and with instruments.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can make a sequence of sounds.</p> <p>I can follow instructions about when to play or sing.</p>	<p>I can sing and follow a melody.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can use symbols to represent sounds.</p>	<p>I can sing a tune with expression.</p> <p>I can play clear notes on an instrument.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose melodies and songs.</p> <p>I can create accompaniments for tunes.</p>	<p>I can perform a simple part rhythmically.</p> <p>I can improvise using repeated patterns.</p> <p>I can use notation to record and interpret sequences of pitches.</p> <p>I can use notation to record compositions in a small group or on my own.</p>	<p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can compose music which meets specific criteria.</p>	<p>I can sing in harmony confidently and accurately.</p> <p>I can take the lead in a performance.</p>



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<p><u>Key Vocabulary</u> Cycle A /B</p>	<p>choir – group of singers</p>	<p>beat- unit of rhythm common instrument names rhythm – structured groups of accented and unaccented beats chant – singing in unison, with a similar rhythm to speech</p>	<p>tempo – speed of a piece pulse – the constant beat in a piece of music notation – a method of writing music melody – the main part in a musical composition</p>	<p>Composition – a piece of music Composer – someone who writes music crescendo – getting louder decrescendo – getting quieter dynamics – how loud or quiet a piece of music is forte – loud piano – quiet largo – slow presto - fast</p>	<p>bar – a regular section on a staff (the 5 lines music is written on), separated by vertical lines. Contains the beats major – a happy sounding piece of music minor – a sad sounding piece of music Common Tempo words: adagio – slow and calm allegro – quick and lively andante – relaxed and flowing largo – slow and broad lento – slow ritardando – slowing the tempo presto – quick and lively prestissimo – extremely quick. Note lengths: Semibreve – 4 beats (<i>very slowly</i>)</p>	<p>time signature – how many beats to a bar accent – where the music is emphasised chord – 2 or more notes (usually 3) played simultaneously in harmony duet – two vocalists or instruments ensemble – all instruments in an orchestra or all voices in a choir, playing at once. rest – moment when a note is not played for a defined length of time scale – successive notes of a key, ascending or descending</p>	<p>canon – tune that is repeated at regular intervals by different performers, but with different starting times harmony – pleasing combination of two or more notes, played in background behind melody key – system of notes based on a key note</p>
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