



Sequence of Learning - Music

	2/3yr olds	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
<u>Knowledge Cycle A / B</u>	<p>I know the following nursery rhymes:</p> <p><i>Term 1:</i> Rolly poly Wheels on the bus Twinkle twinkle 1 little blue fish Rocky robin</p> <p><i>Term 2:</i> Tap the stick 2 little dicky birds Clap your hands 10 little fingers Open Shut Them</p> <p><i>Term 3:</i> 1,2,3,4,5 Old mc Donald</p>	<p>I know the following nursery rhymes:</p> <p><i>Term 1:</i> Little peter rabbit Sleeping bunnies 5 current buns Hickory dickory dock</p> <p>Wind the bobbin A selection of Christmas songs</p> <p><i>Term 2:</i> 5 little specked frogs Miss Polly 1 little, 2 little dinosaurs There's a tiny</p>	<p>I know a variety of songs. <i>(skills and knowledge overlap in this subject area at this age, see skills below)</i></p>	<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</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 composition s.</p> <p>I can use musical words to describe what I like</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</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 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,</p>



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	<p>Walking through the jungle Here is my beehive Dolphin in the sea Tommy Thumb</p>	<p>caterpillar on a leaf Incy wincey spider Chinese new year song Head shoulders knees and toes <i>Term 3:</i> 10 fat sausages Went to the animal fair Spooky spider Skinny Blinky long legs 5 little peas One finger one thumb Dingle Dangle Scarecrow Good bye Everyone</p>			<p>listening to music.</p> <p>I can improve my own work.</p>	<p>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>a specific piece of music written by Beethoven, Mozart and Elgar.</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 contrast the work of a famous composer and explain my preferences.</p>	<p>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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<p><u>Skills</u> Cycle A / B</p>	To begin to show interest in rhymes and songs	I can create sounds by banging, shaking, tapping, blowing.	<i>Creating with materials:</i> I can explore and learn how sounds can be changed.	I can use my voice to speak, sing and chant.	I can sing and follow a melody.	I can sing a tune with expression.	I can perform a simple part rhythmically.	I can breathe in the correct place when singing.	I can sing in harmony confidently and accurately.
	I can show attention to sounds and music	I can copy a repeated rhythm	I can listen attentively, move to and talk about music, expressing my feelings.	I can use instruments to perform.	I can perform simple patterns and accompaniments keeping a steady pulse.	I can play clear notes on an instrument.	I can improvise using repeated patterns.	I can maintain my part whilst others are performing their part.	I can take the lead in a performance.
	To show developing interest in rhymes and songs	I can tap out simple repeated rhythms	I can sing in a group or on my own, following the melody.	I can clap short rhythmic patterns.	I can play simple rhythmic patterns on an instrument.	I can create repeated patterns with different instruments.	I can use notation to record and interpret sequences of pitches.	I can improvise within a group using melodic and rhythmic phrases.	
	I can explore sound makers and instruments	I can explore how sounds can be changed	I can make different sounds with my voice and with instruments.	I can make a sequence of sounds.	I can play simple rhythmic patterns on an instrument.	I can compose melodies and songs.	I can use notation to record composition	I can compose music which meets specific criteria.	
	I can join in singing songs and rhymes (see core rhymes)		I can repeat short rhythmic and melodic patterns.		I can sing or clap increasing and decreasing tempo.	I can create accompaniments for tunes.	s in a small group or on my own.		
	I can create sounds with instruments		I can play pitch-matching games, humming or singing short		I can use symbols to represent sounds.				
			<i>People, Cultures,</i>						



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			<p><i>communities</i> :</p> <p>I can sing to myself and make up simple songs.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can engage in music making and dance, performing solo or in groups.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p>	I can follow instructions about when to play or sing.					
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<p><u>Key Vocabulary</u> Cycle A /B</p>	<p>beat- unit of rhythm</p>	<p>beat- unit of rhythm rhythm – structured groups of accented and unaccented beats</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</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,</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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							<p>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.</p> <p>Note lengths: Semibreve – 4 beats (<i>very slowly</i>)</p>	<p>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>	
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