

Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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Glen Hills Primary School Progression Map - Music



Year	Music Scheme Key Learning Objectives				Vocabulary
	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	
EYFS <i>(All key learning objectives take place within adult-led sessions with a view to developing independence for future learning.)</i>	I can keep a steady pulse with some accuracy. I can sing songs which contain a small range of notes. I can perform actions to accompany songs. I can explore rhythm through play. I can recognise and control changes in tempo. I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can sing broadly in tune with a limited pitch range.	I can explore, respond and identify long and short sounds. I can create rhythms and suggest symbols to represent rhythms. I can create music and suggest symbols to represent sounds. I can explore and change sounds and music through play and technology.	I can imitate movements in response to music. I can take turns when singing and be a good listener. I can listen to rhythmic ideas from others, taking turns. I can comment on, and respond to, recordings of my own voice, other classroom sounds and musical instruments. I can comment and respond to recorded music from different traditions, genres, styles and times.	I can keep a steady pulse with some accuracy. I can sing songs which contain a small range of notes. I can sing broadly in tune with a limited pitch range. I can demonstrate an understanding of musical structure.	Pulse Pitch Tempo Long Short Conductor Start Stop Together Melody Dynamics High Low Taking turns Part Question Answer Verse Pitch-match Graphic notation Ostinato Glissando Mood Strophic form Genre Impvise

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Year 1	<p>I can follow and with support, create simple musical direction for faster, slower, stopping and starting.</p> <p>I can keep a steady pulse with some accuracy.</p> <p>I can perform as part of a group.</p> <p>I can sing in tune and perform songs, which contain a small range of notes with growing confidence.</p> <p>I can follow and lead a small group by counting in.</p> <p>I can recognise and with support, notate higher and lower sounds on graphic notation.</p> <p>I can confidently copy given rhythms and am beginning to understand the differences between pulse and rhythm.</p> <p>I can recognise and am beginning to control the interrelated dimensions of music when singing and playing instruments with some independence.</p>	<p>With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.</p> <p>With support I can create and follow simple performance instructions for faster, slower, stopping and starting.</p> <p>I can begin to play rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can use technology to create and change sounds.</p> <p>I can listen to recorded music, and use one element, from different traditions, genres, styles and times (Contemporary Folk, Experimental, Disco) in a composition</p>	<p>I can respond appropriately to music by using body movements.</p> <p>I can share my views on a favourite song from a performance.</p> <p>I can listen to ideas from others and use them to help improve my work and comment and respond to recordings of my own and other's compositions using year group specific vocabulary.</p> <p>I am able to recognise music from different traditions, genres, styles and times.</p> <p>(Contemporary Folk, Experimental, Disco)</p>	<p>I can keep a steady pulse with some accuracy.</p> <p>I can create, explore and respond to and identify long and short sounds.</p> <p>I can sing in tune and perform songs, which contain a small range of notes with growing confidence, and with support, use graphic notation to record pitch.</p> <p>I can begin to understand and demonstrate in a simple way the differences between pulse and rhythm</p> <p>With support, I can perform a simple melody and rhythm from a graphic score</p> <p>I can demonstrate an understanding of musical structure.</p> <p>I can use technology to create and change sounds.</p> <p>I can demonstrate a basic understanding of musical structure.</p> <p>I can listen to and respond to music from different traditions, genres, styles and times.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Staccato</p> <p>Tempo</p> <p>Pause</p> <p>Pitch-match</p> <p>Pitch</p> <p>Graphic score</p> <p>Dynamics</p> <p>Melody</p> <p>Rest</p> <p>Leader</p> <p>Perform</p> <p>Rest</p> <p>Performance</p> <p>Ideas</p> <p>Improve</p> <p>Interval</p> <p>Glissando</p> <p>strophic form</p> <p>groove</p>
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				With support, I can maintain one of two parts in a simple piece of music or song. I can lead a small group by counting in.	
Year 1 GDS	<p>I can accurately follow and create performance instructions including starting and stopping. I can keep a steady pulse with some accuracy.</p> <p>I can perform as part of a group maintaining a steady pulse and a good sense of rhythm.</p> <p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire, which contain a small range of notes and use my voice to alter the mood of the music. I can lead a small group by counting in to start and signaling the end of a performance. I can recognise and represent higher and lower sounds on graphic</p>	<p>With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation. I can create and follow performance instructions for faster, slower, starting and stopping. I can begin to create rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms. I am able to experiment with changing and combining sounds, using technology. With support, I can listen to, identify and begin to use features of music from different traditions, genres, styles and times. (Film)</p>	<p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing. I can share my views on a favourite song from a performance giving reasons for my choice. I can listen to a performance and offer feedback and suggestions on how to make improvements to compositions and accept suggestions of ways to improve my work from others using year group specific vocabulary. I am able to listen with increased concentration to, and recognise and make comments about music from different traditions, genres, styles</p>	<p>I can sing and play with a good sense of pulse. I am beginning to recognise rhythmic patterns found in speech. I can sing songs in tune, which contain a small range of notes with growing confidence and follow performance instructions and use graphic notation to record pitch. I can demonstrate, in a simple way, an understanding of the differences between pulse and rhythm through creating and performing simple melody and rhythm from a graphic score. I am able to demonstrate my growing understanding of musical structure. I am able to change and combine sounds, using technology.</p>	

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	<p>notation.</p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I am beginning to recognise and demonstrate the relationship between shape and sound.</p> <p>I can recognise and control the interrelated dimensions of music when singing and playing instruments with increasing independence.</p>		<p>and times. (Film music) and make statements and observations about the music and structure.</p>	<p>I can demonstrate a deeper understanding of musical structure.</p> <p>I can listen to, respond to and apply one element of music from different traditions, genres, styles and times to my own compositions.</p> <p>I can maintain one of two parts in a simple piece of music or song.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p>	
Year 2	<p>I can accurately follow and create performance instructions including starting and stopping.</p> <p>I can keep a steady pulse with some accuracy.</p> <p>I can perform as part of a group maintaining a steady pulse and a good sense of rhythm.</p> <p>I can sing in tune and</p>	<p>With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.</p> <p>I can create and follow performance instructions for faster, slower, starting and stopping.</p> <p>I can begin to create rhythmic patterns found in speech and demonstrate a</p>	<p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I can share my views on a favourite song from a performance giving reasons for my choice.</p> <p>I can listen to a</p>	<p>I can sing and play with a good sense of pulse.</p> <p>I am beginning to recognise rhythmic patterns found in speech.</p> <p>I can sing songs in tune, which contain a small range of notes with growing confidence and follow performance instructions and use graphic notation to record</p>	<p>Ostinato</p> <p>Pulse</p> <p>Rhythm</p> <p>Tempo</p> <p>Rest</p> <p>Drone</p> <p>Melody</p> <p>Pitch</p> <p>Dynamics</p> <p>Parts</p> <p>Note</p> <p>Graphic score</p>

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	<p>perform with increasing confidence, songs from a growing repertoire, which contain a small range of notes and use my voice to alter the mood of the music.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher and lower sounds on graphic notation.</p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p> <p>I am beginning to recognise and demonstrate the relationship between shape and sound.</p> <p>I can recognise and control the interrelated dimensions of music when singing and playing instruments with increasing independence.</p>	<p>growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p>I am able to experiment with changing and combining sounds, using technology.</p> <p>With support, I can listen to, identify and begin to use features of music from different traditions, genres, styles and times. (Film)</p>	<p>performance and offer feedback and suggestions on how to make improvements to compositions and accept suggestions of ways to improve my work from others using year group specific vocabulary.</p> <p>I am able to listen with increased concentration to, and recognise and make comments about music from different traditions, genres, styles and times. (Film music) and make statements and observations about the music and structure.</p>	<p>pitch.</p> <p>I can demonstrate, in a simple way, an understanding of the differences between pulse and rhythm through creating and performing simple melody and rhythm from a graphic score. I am able to demonstrate my growing understanding of musical structure.</p> <p>I am able to change and combine sounds, using technology.</p> <p>I can demonstrate a deeper understanding of musical structure.</p> <p>I can listen to, respond to and apply one element of music from different traditions, genres, styles and times to my own compositions.</p> <p>I can maintain one of two parts in a simple piece of music or song.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p>	<p>Timbre</p> <p>Graphic notation</p> <p>Score</p> <p>Volume</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Tuned percussion</p> <p>4/4 Time</p> <p>Phrase</p> <p>Hook</p> <p>Call and response</p> <p>Labelling/ tagging</p> <p>Chromatic</p> <p>Dissonance</p> <p>Interval</p> <p>Key</p> <p>Melodic phrase Texture</p> <p>Timbre</p> <p>Transposing</p> <p>12-tone row</p> <p>Expressionism</p> <p>Atonal</p> <p>Schoenberg</p> <p>Serialism</p> <p>Dynamics</p> <p>Random</p> <p>Round</p> <p>Repeat</p> <p>Vary</p> <p>Motif</p>
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					Octave Ostinato Pulse Scale
Year 2 GDS	<p>I can create, follow and lead simple performance directions, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can sing and play confidently and fluently, maintaining a steady pulse and respond confidently to visual and aural cues.</p> <p>I can maintain one of two parts in a piece of music.</p> <p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire paying some attention to diction.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher, lower and middle sounds using graphic notation.</p> <p>I understand the difference between pulse</p>	<p>With support, I can recognise and represent higher, lower and middle sounds and increasingly longer rhythms using graphic notation.</p> <p>I can create, follow and lead simple performance directions for starting and stopping, demonstrating my understanding of pulse.</p> <p>I can listen to, copy and create rhythmic patterns found in speech, and can demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p>I can use technology to create, change and combine sounds.</p> <p>I can listen to and am able to suggest features of music from different traditions, genres, styles and times. (House, Reggae, Rock and</p>	<p>I can listen to and offer comments about my own and others' work and discuss ways to improve, using year group appropriate musical vocabulary.</p> <p>I can listen to, identify features of and make comments about music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) using year group appropriate vocabulary and make statements and observations about the music and structure.</p>	<p>I can sing and play with increasing control and with a good sense of pulse.</p> <p>I can listen to and copy rhythmic patterns confidently while maintaining an appropriate pulse.</p> <p>I can sing and play confidently and fluently, maintaining a steady pulse.</p> <p>I can sing fluently, create performance instructions and lead a group.</p> <p>I can demonstrate I understand the difference between pulse and rhythm and can create and read rhythms and melodies from graphic scores.</p> <p>I am beginning to aurally identify, respond to and use graphic notation to represent rhythms and</p>	

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	and rhythm and can play rhythms confidently while maintaining an appropriate pulse. I can recognise and mostly control the interrelated dimensions of music when singing and playing instruments.	Roll) to use within group compositions.		basic changes in pitch. With support, I can identify and use basic musical structure within simple pieces of music. I can use technology to create, change and combine sounds. With support, I can identify and use basic musical structure within simple pieces of music.	
Year 3	I can create, follow and lead simple performance directions, demonstrating my understanding of pulse, rhythm and pitch. I can sing and play confidently and fluently, maintaining a steady pulse and respond confidently to visual and aural cues. I can maintain one of two parts in a piece of music.	With support, I can recognise and represent higher, lower and middle sounds and increasingly longer rhythms using graphic notation. I can create, follow and lead simple performance directions for starting and stopping, demonstrating my understanding of pulse. I can listen to, copy and	I can listen to and offer comments about my own and others' work and discuss ways to improve, using year group appropriate musical vocabulary. I can listen to, identify features of and make comments about music from different traditions, genres, styles and times.	I can sing and play with increasing control and with a good sense of pulse. I can listen to and copy rhythmic patterns confidently while maintaining an appropriate pulse. I can sing and play confidently and fluently, maintaining a steady	Pulse Ostinato Rest Rhythm Repetitive Tempo Rhythmic Melody Pitch Diction Verse Chorus

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	<p>I can sing in tune and perform with increasing confidence, songs from a growing repertoire paying some attention to diction.</p> <p>I can lead a small group by counting in to start and signaling the end of a performance.</p> <p>I can recognise and represent higher, lower and middle sounds using graphic notation.</p> <p>I understand the difference between pulse and rhythm and can play rhythms confidently while maintaining an appropriate pulse.</p> <p>I can recognise and mostly control the interrelated dimensions of music when singing and playing instruments.</p>	<p>create rhythmic patterns found in speech, and can demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p>I can use technology to create, change and combine sounds.</p> <p>I can listen to and am able to suggest features of music from different traditions, genres, styles and times. (House, Reggae, Rock and Roll) to use within group compositions.</p>	<p>(House, Reggae, Rock and Roll) using year group appropriate vocabulary and make statements and observations about the music and structure.</p>	<p>pulse.</p> <p>I can sing fluently, create performance instructions and lead a group.</p> <p>I can demonstrate I understand the difference between pulse and rhythm and can create and read rhythms and melodies from graphic scores.</p> <p>I am beginning to aurally identify, respond to and use graphic notation to represent rhythms and basic changes in pitch.</p> <p>With support, I can identify and use basic musical structure within simple pieces of music.</p> <p>I can use technology to create, change and combine sounds.</p> <p>With support, I can identify and use basic musical structure within simple pieces of music.</p>	<p>Graphic score</p> <p>Repeat</p> <p>Performance ideas</p> <p>Pattern</p> <p>Phrase</p> <p>Graphic Notation</p> <p>Texture</p> <p>Improve</p> <p>Round</p> <p>Motif</p> <p>Dynamics</p> <p>Interval</p> <p>Pentatonic scale</p> <p>Duration</p> <p>Structure</p> <p>Timbre</p> <p>Song form</p> <p>ABC Song form</p> <p>Soundation.</p> <p>Genre</p> <p>House Music</p> <p>Deep drums</p> <p>Kick Drums</p> <p>Synthesizer</p> <p>Vocals</p> <p>Loop</p> <p>Reggae</p> <p>Artisits</p> <p>Snare drum</p> <p>Rim</p> <p>Upbeat</p> <p>Off-beat</p>

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					Rock and Roll Bridge Lyrics Structure
Year 3 GDS	<p>I can create, follow and lead performance directions for longer compositions demonstrating a growing understanding of pulse, rhythm and pitch.</p> <p>I can sing and play confidently and fluently within a group, maintaining a steady pulse.</p> <p>I can confidently maintain an independent part in an ensemble.</p> <p>I can sing with an awareness of breathing and pronunciation and understand that lyrics relate to music and have cultural and social meaning.</p> <p>I can create, follow and lead a small group with simple performance directions of start, stop and dynamics,</p>	<p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including both standard and graphic notation.</p> <p>I can create, follow and lead simple performance directions for starting, stopping, faster and slower demonstrating my understanding of pulse.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p> <p>I can use my voice, sounds, technology and instruments in creative ways.</p> <p>I can listen to, identify and use features of music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop</p>	<p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I can actively listen to and discuss both live and recorded music from a range of different traditions, genres, styles and times (Minimalism, Musicals, Pop music), and using year group appropriate vocabulary and make statements and observations about the music and structure.</p> <p>I am beginning understand that lyrics relate to music that songs have cultural and social meaning.</p>	<p>I can sing and play confidently and fluently, maintaining an appropriate and steady pulse.</p> <p>I can write and play rhythms confidently while maintaining an appropriate pulse and am beginning to understand traditional notation.</p> <p>I can sing and play confidently and fluently, maintaining a steady pulse within a given vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone as part of an ensemble.</p> <p>I can demonstrate I understand the difference between pulse and rhythm and can create and read rhythms and melodies from graphic and traditional scores. I can</p>	

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	<p>demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including Western notation.</p> <p>I can follow increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I can musically demonstrate an increasing understanding and use of the interrelated dimensions of music.</p>	<p>music) within group compositions.</p>		<p>identify, and with support, use basic musical structure within simple pieces of music.</p> <p>I can use technology to record and manipulate voice and sounds, in creative ways.</p> <p>I can identify and use basic musical structure within simple pieces of music.</p> <p>I can discuss performances and evaluate commenting on a variety of musical techniques and genre with a focus on musical structure.</p> <p>I can create a presentation to include features of music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop music)</p> <p>I can confidently maintain an independent part in an ensemble.</p> <p>I can create, follow and lead a small group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse,</p>	
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				rhythm and pitch.	
Year 4	<p>I can create, follow and lead performance directions for longer compositions demonstrating a growing understanding of pulse, rhythm and pitch.</p> <p>I can sing and play confidently and fluently within a group, maintaining a steady pulse.</p> <p>I can confidently maintain an independent part in an ensemble.</p> <p>I can sing with an awareness of breathing</p>	<p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including both standard and graphic notation.</p> <p>I can create, follow and lead simple performance directions for starting, stopping, faster and slower demonstrating my understanding of pulse.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the</p>	<p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I can actively listen to and discuss both live and recorded music from a range of different traditions, genres, styles and times (Minimalism, Musicals, Pop music), and using year group appropriate vocabulary</p>	<p>I can sing and play confidently and fluently, maintaining an appropriate and steady pulse.</p> <p>I can write and play rhythms confidently while maintaining an appropriate pulse and am beginning to understand traditional notation.</p> <p>I can sing and play confidently and fluently, maintaining a steady pulse within a given vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate</p>	<p>Pulse</p> <p>Rhythm</p> <p>Rest</p> <p>Syllable</p> <p>Chant</p> <p>Graphic notation</p> <p>Drone</p> <p>Pentatonic scale</p> <p>Ostinato</p> <p>Riff</p> <p>Bar</p> <p>Bass line</p> <p>Ground bass</p> <p>Syncopation</p> <p>Syncopated</p> <p>Off beat</p> <p>Internalising words</p> <p>Pentatonic scale</p>

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	<p>and pronunciation and understand that lyrics relate to music and have cultural and social meaning.</p> <p>I can create, follow and lead a small group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can aurally identify, recognize, respond to and use basic musical symbols representing pitch and rhythm including Western notation.</p> <p>I can follow increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I can musically demonstrate an increasing understanding and use of the interrelated dimensions of music.</p>	<p>differences between pulse and rhythm.</p> <p>I can use my voice, sounds, technology and instruments in creative ways.</p> <p>I can listen to, identify and use features of music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop music) within group compositions.</p>	<p>and make statements and observations about the music and structure.</p> <p>I am beginning understand that lyrics relate to music that songs have cultural and social meaning.</p>	<p>tone as part of an ensemble.</p> <p>I can demonstrate I understand the difference between pulse and rhythm and can create and read rhythms and melodies from graphic and traditional scores. I can identify, and with support, use basic musical structure within simple pieces of music.</p> <p>I can use technology to record and manipulate voice and sounds, in creative ways.</p> <p>I can identify and use basic musical structure within simple pieces of music.</p> <p>I can discuss performances and evaluate commenting on a variety of musical techniques and genre with a focus on musical structure.</p> <p>I can create a presentation to include features of music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop music)</p> <p>I can confidently maintain</p>	<p>Ostinato Dynamics Phrase Tone Diction Arpeggio Pitch Scale Octave Harmony Melody Pattern Canon Bridge Chorus Melodic phrase Sampler Structure Synthesiser Tempo Texture Verse Tone Tempo Timbre Ternary form Storyboard Musical Soundscape Steve Reich ABBA Musical story Pop songs</p>

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				<p>an independent part in an ensemble.</p> <p>I can create, follow and lead a small group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p>	<p>characteristics Instrumentation Form Bridge</p>
<p>Year 4 GDS</p>	<p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>With support, I can maintain a strong sense of pulse throughout pieces with and without</p>	<p>I am beginning to respond to and musically use basic symbols in both graphic and standard notation (including crotchets and quavers) when singing, playing and creating melodies and rhythms.</p> <p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality</p>	<p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I am beginning to create and am able to evaluate</p>	<p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can write a arrange traditionally notated rhythms into a structure</p> <p>I can sing one of two parts with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p>	

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	<p>syncopation.</p> <p>I can confidently maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument.</p> <p>I can sing an independent part with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can respond to and use both graphic and standard notation (crotchets and quavers) when singing or playing an instrument and creating melodies and rhythms.</p> <p>With support, I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and</p>	<p>through taking different roles in performance and rehearsal.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) within group compositions and demonstrate an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to use a variety of musical devices, timbres, textures and techniques when creating and making music.</p>	<p>and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) and using year group appropriate vocabulary, make statements and observations about the music and structure.</p> <p>I understand that lyrics relate to music and am beginning to understand that songs have cultural and social meaning.</p>	<p>I can demonstrate I understand the difference between pulse and rhythm and can create and read longer rhythms and melodies from graphic scores and arrange them into a given structure.</p> <p>I can use technology to layer, record and manipulate voice and sounds, in creative ways.</p> <p>I can arrange traditionally notated rhythms into a given structure.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) and discuss performances, evaluating and commenting on a variety of musical techniques and genre with a focus on musical structure, using a growing technical vocabulary.</p> <p>I can maintain an increasingly difficult independent part in an</p>	

Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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	<p>playing. I am beginning to perform group compositions ensuring elements of the interrelated dimensions of music are used well.</p>			<p>ensemble, both singing and playing an instrument and am becoming aware of other parts and performers. I can create, follow and lead a larger group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p>	
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Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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Year 5	<p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>With support, I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can confidently maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument.</p> <p>I can sing an independent part with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p> <p>I can create, follow and lead a larger group with simple performance</p>	<p>I am beginning to respond to and musically use basic symbols in both graphic and standard notation (including crotchets and quavers) when singing, playing and creating melodies and rhythms.</p> <p>I am beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can create simple melodies that incorporate creative rhythmic patterns and demonstrate an understanding of the differences between pulse and rhythm.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in</p>	<p>I can offer comments about my own and others' work and ways to improve, offering specific comments and be able to justify my comments using year group appropriate technical vocabulary.</p> <p>I am beginning to create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) and using year group appropriate vocabulary, make statements and observations about the</p>	<p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can write a arrange traditionally notated rhythms into a structure</p> <p>I can sing one of two parts with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p> <p>I can demonstrate I understand the difference between pulse and rhythm and can create and read longer rhythms and melodies from graphic scores and arrange them into a given structure.</p> <p>I can use technology to layer, record and manipulate voice and sounds, in creative ways.</p> <p>I can arrange traditionally notated rhythms into a given structure.</p>	<p>Pulse</p> <p>Tempo</p> <p>Rhythm</p> <p>Graphic score</p> <p>Graphic notation</p> <p>Notation</p> <p>Crotchet</p> <p>Quaver</p> <p>Note</p> <p>Bar</p> <p>Standard notation</p> <p>Traditional score</p> <p>Pitch</p> <p>Dynamics</p> <p>Voice</p> <p>Chorus</p> <p>Backing track</p> <p>Instrumental</p> <p>Pattern</p> <p>Structure</p> <p>Melody</p> <p>Staff</p> <p>Stave</p> <p>Score</p> <p>Parts</p> <p>Beat Boxing</p> <p>Conductor</p>

Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
	<p>directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I can respond to and use both graphic and standard notation (crotchets and quavers) when singing or playing an instrument and creating melodies and rhythms.</p> <p>With support, I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am beginning to perform group compositions ensuring elements of the interrelated dimensions of music are used well.</p>	<p>creative ways.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) within group compositions and demonstrate an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to use a variety of musical devices, timbres, textures and techniques when creating and making music.</p>	<p>music and structure.</p> <p>I understand that lyrics relate to music and am beginning to understand that songs have cultural and social meaning.</p>	<p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre) and discuss performances, evaluating and commenting on a variety of musical techniques and genre with a focus on musical structure, using a growing technical vocabulary.</p> <p>I can maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument and am becoming aware of other parts and performers.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop and dynamics, demonstrating my understanding of pulse, rhythm and pitch.</p>	<p>Harmony Minim Semibreve Timbre Texture Structure Dynamics Ostinato Pitched Un pitched Pentatonic scale Scale Rhythmic Motif Minimalism Repetition Chord Melodic phrase Semitone Bridge Improvise Refrain Sampler Shanty Synthesiser WWII Glen Miller Big Band Duration Swing Syncopation Rhythmic patterns Jazz</p>

Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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					Blues Musical theatre Dialogue Song Dance Role play
Year 5 GDS	<p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can maintain an independent part in a small group when singing or playing and am more aware of other parts and performers.</p> <p>I can sing and play an independent part with clear diction, mostly accurate tuning, control of breathing, appropriate tone and accurate pitch within a group.</p> <p>I can create, follow and lead a larger group with</p>	<p>I am beginning to sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can create more complex rhythmic pieces which demonstrate an understanding of rhythm, melodies and accompaniments.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in</p>	<p>I can share opinions about own and others' music and be willing to justify my comments with musical examples and year group appropriate technical vocabulary.</p> <p>I can create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can actively listen to, evaluate and using year group appropriate vocabulary share opinions about a range of live and recorded music from different traditions, genres, styles and times (Impressionism, Serialism, Minimalism) with a focus on structure.</p> <p>I understand that lyrics relate to music and have cultural and social</p>	<p>I can maintain a strong sense of pulse and recognise when I am performing out of time.</p> <p>I can write and arrange traditionally notated rhythms into a structure and give reasons for my choices.</p> <p>I can sing one of several parts with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p> <p>I can demonstrate I understand the difference between pulse and rhythm and can create and read longer rhythms and melodies using graphic and traditional scores arranging them into a structure giving reasons for my choices.</p> <p>I am able to experiment with the use of my voice,</p>	

Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
	<p>simple performance directions of start, stop dynamics and tempo, demonstrating my understanding of pulse, rhythm and pitch.</p> <p>I am beginning to sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am able to perform group compositions ensuring elements of genre and the interrelated dimensions of music are used with increasing musicality.</p>	<p>creative ways with increasing confidence.</p> <p>I can listen to and use features of music from different traditions, genres, styles and times. (Impressionism, Serialism, Minimalism) within my own compositions and demonstrate an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to write pieces of music that contain details of dynamics, duration, timbre, texture and structure and evaluate the choices I make.</p>	<p>meaning.</p>	<p>environmental sounds, technology and instruments to explore new techniques and am beginning to use them in creative ways.</p> <p>I can arrange traditionally notated rhythms into a structure and give reasons for my choices.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre), evaluate and comment on a variety of musical techniques and genre with a focus on musical structure, using a growing technical vocabulary and apply elements to my own compositions.</p> <p>I can maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument and am much more aware of other parts and performers.</p>	

Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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				<p>I can create, follow and lead a larger group with simple performance directions of start, stop dynamics and tempo, demonstrating my understanding of pulse, rhythm and pitch.</p>	
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Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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Year 6	<p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can maintain an independent part in a small group when singing or playing and am more aware of other parts and performers.</p> <p>I can sing and play an independent part with clear diction, mostly accurate tuning, control of breathing, appropriate tone and accurate pitch within a group.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop dynamics and tempo, demonstrating my</p>	<p>I am beginning to sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can create more complex rhythmic pieces which demonstrate an understanding of rhythm, melodies and accompaniments.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in creative ways with increasing confidence.</p> <p>I can listen to and use features of music from</p>	<p>I can share opinions about own and others' music and be willing to justify my comments with musical examples and year group appropriate technical vocabulary.</p> <p>I can create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure.</p> <p>I can actively listen to, evaluate and using year group appropriate vocabulary share opinions about a range of live and recorded music from different traditions, genres, styles and times (Impressionism, Serialism, Minimalism) with a focus on structure.</p> <p>I understand that lyrics relate to music and have cultural and social meaning.</p>	<p>I can maintain a strong sense of pulse and recognise when I am performing out of time.</p> <p>I can write and arrange traditionally notated rhythms into a structure and give reasons for my choices.</p> <p>I can sing one of several parts with clear diction, mostly accurate tuning, control of breathing and appropriate tone within a group.</p> <p>I can demonstrate I understand the difference between pulse and rhythm and can create and read longer rhythms and melodies using graphic and traditional scores arranging them into a structure giving reasons for my choices.</p> <p>I am able to experiment with the use of my voice, environmental sounds, technology and instruments to explore new techniques and am</p>	
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Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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	<p>understanding of pulse, rhythm and pitch.</p> <p>I am beginning to sing and play from both regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read from and write graphic scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing.</p> <p>I am able to perform group compositions ensuring elements of genre and the interrelated dimensions of music are used with increasing musicality.</p>	<p>different traditions, genres, styles and times.</p> <p>(Impressionism, Serialism, Minimalism) within my own compositions and demonstrate an understanding of basic structure, evaluating the choices I make.</p> <p>I am beginning to write pieces of music that contain details of dynamics, duration, timbre, texture and structure and evaluate the choices I make.</p>		<p>beginning to use them in creative ways.</p> <p>I can arrange traditionally notated rhythms into a structure and give reasons for my choices.</p> <p>I can listen to and evaluate a variety of live and recorded music from different traditions, genres, styles and times. (Big band, swing, jazz, musical theatre), evaluate and comment on a variety of musical techniques and genre with a focus on musical structure, using a growing technical vocabulary and apply elements to my own compositions.</p> <p>I can maintain an increasingly difficult independent part in an ensemble, both singing and playing an instrument and am much more aware of other parts and performers.</p> <p>I can create, follow and lead a larger group with simple performance directions of start, stop</p>	
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Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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				dynamics and tempo, demonstrating my understanding of pulse, rhythm and pitch.	
Year 6 GDS	<p>I can confidently demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can maintain a strong sense of pulse and recognise when I am performing out of time.</p> <p>I can maintain an independent part in a larger group when singing or playing and am aware of other parts and performers.</p> <p>I can sing and play an independent part with clear diction, accurate tuning, control of breathing, appropriate tone and accurate pitch within a larger group.</p> <p>I can create, follow and lead a larger group demonstrating a deeper</p>	<p>I can sing and play from both regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read and write graphic scores and simple traditional scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can confidently demonstrate expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>I can confidently create more complex rhythmic pieces which demonstrate an understanding of rhythm, melodies and accompaniments.</p> <p>I am able to experiment with the use of my voice, sounds, technology and instruments to explore new techniques and use them in</p>	<p>I can confidently share opinions about own and others' music and be willing to justify my comments with musical examples and year group appropriate technical vocabulary.</p> <p>I can create and am able to evaluate and explain my opinions about both graphic and notated scores and musical structure giving musical reasons for my ideas.</p> <p>I can actively listen to, evaluate and using year group appropriate vocabulary share opinions about a range of live and recorded music from different traditions, genres, styles and times (Impressionism, Serialism, Minimalism) with a focus on structure and how the interrelated dimensions of music are used.</p>	<p>I can maintain a strong sense of pulse, recognise when I am performing out of time and can follow performance instructions with growing musicality.</p> <p>I can write and arrange traditionally notated rhythms into a structure and give reasons for my choices referring to the interrelated dimensions of music.</p> <p>I can sing and play an independent part with clear diction, accurate tuning, control of breathing, appropriate tone and accurate pitch within a larger group.</p> <p>I confidently demonstrate the difference between pulse and rhythm and can create music that combines longer rhythmic patterns and melodies using both graphic and traditional scores arranging them into a</p>	<p>Rhythm</p> <p>Pulse</p> <p>Time signature</p> <p>Improvise</p> <p>Tempo</p> <p>Ostinato</p> <p>Dynamics</p> <p>Pentatonic scale</p> <p>Drone</p> <p>Graphic score</p> <p>Pitch</p> <p>Beat</p> <p>Scale</p> <p>Start</p> <p>Stop</p> <p>Ascending</p> <p>Descending</p> <p>Parts</p> <p>Round</p> <p>Instrumental backing</p> <p>Audience</p> <p>Loop pedal</p> <p>Instruments</p> <p>Music technology</p> <p>Structure</p> <p>Conductor</p> <p>Posture</p> <p>Concentration</p> <p>Timbre</p>

Year	Controlling Sounds Through Singing and Playing (Performing)	Creating and Developing Musical Ideas (Composing)	Responding and Reviewing (Appraising)	Listening and Applying Knowledge and Understanding	Vocabulary
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	<p>understanding of performance directions and the interrelated dimensions of music.</p> <p>I can sing and play from both regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) time signatures from written notation.</p> <p>I can read and write graphic scores and simple traditional scores that represent pitch, melody, dynamics, duration and structure.</p> <p>I can follow and create increasingly more difficult rhythmic and melodic shapes of music when singing and playing with attention to the interrelated dimensions of music.</p> <p>I can perform, and direct group compositions and performances ensuring elements of genre and the interrelated dimensions of music are used with increasing musicality.</p>	<p>creative ways with confidence.</p> <p>I am able to Listen to music from a wide of genre, styles, traditions and times, discuss their features and use them to structure the music I compose.</p> <p>I can discuss the interrelated dimensions of music and use them confidently within my work.</p> <p>I am able to critically evaluate the choices I make.</p>	<p>I understand that lyrics relate to music and have cultural and social meaning and am able to link some songs to historical events/ periods of history.</p>	<p>structure giving reasons for my choices.</p> <p>I confidently use my voice, environmental sounds, technology and instruments to explore new techniques and can use them in creative ways with increasing confidence.</p> <p>I can arrange traditionally notated rhythms and melodies into a structure and give reasons for my choices.</p> <p>I am able to Listen to music from a wide of genre, styles, traditions and times, discuss their features and use them to structure the music I compose.</p> <p>I can discuss the interrelated dimensions of music and use them confidently within my work.</p> <p>I am able to critically evaluate the choices I make.</p> <p>I can maintain an increasingly difficult independent part in a</p>	<p>Texture</p> <p>Crotchet</p> <p>Quaver</p> <p>Minim</p> <p>Semibreve</p> <p>Dynamics</p> <p>Mood</p> <p>Melodic phrase</p> <p>Semitone</p> <p>Duration</p> <p>Suspense</p> <p>Arpeggio</p> <p>Melody</p> <p>Phrase</p> <p>Harmony</p> <p>Motif</p> <p>Chord</p> <p>Interval</p> <p>Tone clusters</p> <p>Bridge</p> <p>Refrain</p> <p>Sampler</p> <p>Shanty</p> <p>Synthesiser</p> <p>Chromatic</p> <p>Dissonance</p> <p>Key</p> <p>Octave</p> <p>Transposing</p> <p>12-tone row</p> <p>Expressionism</p> <p>Atonal</p> <p>Schoenberg</p>
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				<p>larger ensemble, both singing and playing an instrument and am aware of other parts and performers.</p> <p>I can create, follow and lead a larger group demonstrating a deeper understanding of performance directions and the interrelated dimensions of music.</p>	<p>Serialism</p> <p>Dynamics</p> <p>Random</p> <p>Round</p> <p>Repeat</p> <p>Vary</p> <p>Minimalism</p> <p>Loop</p> <p>Unison</p> <p>Soundtrack</p> <p>Theme</p> <p>Emotion</p>
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