

The Sacred Heart DAWN RAINBOW Continuum: MUSIC: Children begin to ...

	Communication and Language	Physical Development	Expressive Arts and Design
Nursery	Sing a large repertoire of songs.	Use large-muscle movements to wave flags and streamers, paint and make marks.	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Reception	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	Combine different movements with ease and fluency.	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

	LISTENING	COMPOSING	PERFORMING
Y1	<p>Respond to different moods of music, in different ways</p> <p>Identify the musical beat in a song.</p> <p>Explore changes in tempo.</p> <p>Explore pitch within listening games.</p>	<p>Create and choose sounds in response to different stimuli</p> <p>Explore and create sounds in their school environment.</p>	<p>Use their own voices in many different ways</p> <p>Use their voices expressively.</p> <p>Copy and perform simple rhythm patterns</p> <p>The children explore beat through movement, body percussion and instruments.</p> <p>Combine steady beat with word rhythms.</p> <p>Explore pitch through singing & tuned percussion.</p>
Y2	<p>Identify simple repeated rhythmic patterns</p> <p>Listen to simple dimensions of music</p> <p>Verbally recall what they have heard with simple vocabulary – loud, quiet, high, low</p> <p>Begin to say what they like and dislike</p> <p>Relate music to story or visual images or make other associations/connections.</p>	<p>Create short melodic patterns and rhythmic phrases</p> <p>Recognise and explore how sounds can be made and changed</p> <p>Choose sounds to represent different things in different ways</p> <p>Make sequences of sounds and combine sounds for different purposes</p> <p>Show some imagination in the use of sound</p> <p>Create simple accompaniments</p> <p>Sequence long and short sounds.</p>	<p>Follow simple verbal instructions</p> <p>Beat out short rhythms and repeat short rhythmic patterns and phrases from memory</p> <p>Perform simple accompaniments</p> <p>Keep to a steady pulse (sing/ perform in time).</p> <p>Begin to understand tempo and rhythm.</p> <p>Use their voice in different ways</p> <p>Sing simple songs from memory</p> <p>Imitate changes in pitch maintaining the overall shape of a melody.</p> <p>Can sing loudly or quietly.</p>

	LISTENING	COMPOSING	PERFORMING
Y3	<p>Listen with greater attention to detail</p> <p>Recognise well defined changes in sounds</p> <p>Identify mood in music</p> <p>Identify beat and pulse in music</p> <p>Recognise pattern in music</p> <p>Describe music using appropriate vocabulary (see progression map)</p> <p>Begin to compare different kinds of music</p> <p>Recognise differences between music of different times and cultures</p> <p>Discern and distinguish layers of sound and understand their combined effect</p>	<p>Recognise and explore how sounds can be organized</p> <p>Create a range of musical patterns</p> <p>Carefully choose and order sounds to achieve an effect</p> <p>Order sounds within simple structures (beginning, middle, end)</p> <p>Use sound to create abstract images</p> <p>Compose simple melodies and songs using their current understanding of staff notation.</p> <p>Combine several layers of sound with awareness of combined effect</p>	<p>Follow instructions when performing</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Perform with increasing expression, and control and sing with good intonation, articulation and dynamics (loud, medium and quiet)</p> <p>Sing with a sense of the shape of the melody</p> <p>Make range of vocal sounds: tone, timbre, volume Understand and use the concept of pulse</p> <p>Sustain a rhythmic accompaniment</p> <p>Play clear notes on an instrument (ukulele) and use them to make a range of sounds</p> <p>Read and play A, E, C and G on a simple musical stave.</p> <p>Read chord tablature: C, G, F and Am.</p> <p>Know and use standard musical notation (including crotchets, quavers, minim, semi-breve, breve and crotchet rests).</p>
Y4	<p>Describe what they hear using a wider range of musical vocabulary (see progression map)</p> <p>Recognise how musical dimensions are used by composers to create different moods and effects.</p> <p>Understand the use of rests and pauses in a piece of music.</p> <p>Understand the cultural and social meaning of lyrics</p> <p>Appreciate harmonies, drone and ostinato</p> <p>Understand the relationship between lyrics and melody</p> <p>Identify cyclic patterns</p>	<p>Use chord sequences to compose with musical technology</p> <p>understanding the relationship between scales and chords.</p> <p>Use a range of dynamics, timbre and pitch in composition.</p> <p>Use emphasis and accent to create effects.</p> <p>Use change in pitch to express ideas</p> <p>Comment on the intended effect.</p> <p>Develop ideas within distinct musical structures.</p>	<p>Show confidence in leading a group.</p> <p>Read rhythms in simple time when singing or playing (including <i>triplets</i>, crotchets, quavers, minim, semi-breve, breve and crotchet rests) in a range of time signatures.</p> <p>Show increasing control with instruments.</p> <p>Play tuned instrument (hand bells), within known chords: C: C, E & G; G: G, B & D; F: F, A, C; Am: A, C, E</p> <p>Sing in tune and with expression</p> <p>Can hold their own part when performing by ear or by notation.</p> <p>Use ostinato to accompany.</p> <p>Show control through breathing, articulation and dynamic</p> <p>Accent the first note in each bar.</p> <p>Maintain a simple part in a round.</p>

	Identify Major and Minor music.		
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	LISTENING	COMPOSING	PERFORMING
Y5	<p>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</p> <p>Recognise how different musical dimensions are combined and used expressively in many different types of music</p> <p>Recognise deviations in the music's structure, what is unusual or unexpected</p>	<p>Use imagination and confidence when composing</p> <p>Understand culture in composition</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Use own signs and symbols to record composition</p> <p>Use changes in timbre, pitch and dynamic</p> <p>Understand the use of silence in composition</p> <p>Develop ideas, which deviate from distinct musical structures.</p>	<p>Use the Ocarina to read and play notation including the following notes: D, E, F#, G, G#, A, Bb, B, C, C#, D.</p> <p>Be able to play a scale of D on the Ocarina.</p> <p>Know and use standard notation of pitch and beat including <i>dotted rhythms</i>, triplets, crotchets, quavers, minim, semi-breve, breve and crotchet rests.</p> <p>Develop subtle control of dynamics (loud, medium loud, medium quiet, quiet, very quiet).</p> <p>Understand that D7 is the D chord with an added 7th note of the scale.</p> <p>Lead, take a solo or accompany</p> <p>Have an awareness how different parts fit together for effect</p> <p>Refine their own work and evaluate that of others</p>
Y6	<p>Evaluate differences in live and recorded performances</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p>Identify changes in character by reference of musical dimensions.</p>	<p>Convey their intentions through composition for different occasions</p> <p>Use digital technology (Garage Band) to make use of a wide range of musical devices such as melody, rhythm, harmony, chords and known structures as well as deviations from such recognized structures.</p> <p>Use digital technology (audacity) to edit sounds including pitch, tempo, dynamics, clipping, combining and layering sounds.</p>	<p>Focus on Rhythm:</p> <p>Build from proficiency to expertise when working independently and in thickly textured group performance.</p> <p>Able to sing/ perform in 2/3 parts.</p> <p>Perform parts from memory and from notation with full control, confidence and competence</p> <p>Polish their own performances through practice and rehearsal</p>

	THE INTERRELATED MUSICAL DIMENSIONS						
	Duration	Pulse/tempo	Pitch	Dynamic	Texture	Structure	Timbre
FS	See detailed notes in Music Development Matters Doc.						
Y1	<ul style="list-style-type: none"> - Can you tell the difference between long & short sounds? - Can you repeat short rhythmic patterns? 	<ul style="list-style-type: none"> - Can you move in time with a steady pulse? - Can you tell the difference between a fast & slow tempo? - Can you sing/clap a pulse at different tempo? 	<ul style="list-style-type: none"> - Can you tell the difference between high & low sounds? - Can you tell the difference between sounds which are moving upwards & downwards? - Can you repeat a short melodic pattern? 	<ul style="list-style-type: none"> - Can you tell the difference between loud & quiet sounds? - Can you make loud & quiet sounds? 	<ul style="list-style-type: none"> - Can you tell the difference between one sound and several (simultaneous) sounds? - Can you identify two types of sound happening at the same time? 	<ul style="list-style-type: none"> - Do you know that the chorus keeps being repeated? - Can you play musical question & answer games? 	<ul style="list-style-type: none"> - Can you tell the difference between familiar instruments (which have distinct timbres)? - Can you describe the sounds of an instrument/voice?
Y2	<ul style="list-style-type: none"> - Can you play simple rhythmic patterns on an instrument? 	<ul style="list-style-type: none"> - Can you sing/play rhythmic patterns in contrasting tempo, keeping to the pulse? - Can you sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> - Do you recognise sounds that move by steps and by leaps? 	<ul style="list-style-type: none"> - Can you make a sound get louder & quieter, bit by bit? 	<ul style="list-style-type: none"> - Can you perform simple accompaniments to songs using untuned instruments? 	<ul style="list-style-type: none"> - Can you use simple structures in a piece of music? - Do you know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> - Can you describe, select & use a particular timbre? - Can you give a reason for choosing an instrument?
Y3	<ul style="list-style-type: none"> - Can you add a rhythmic pattern to a whole-class activity? 	<ul style="list-style-type: none"> - Do you understand how the use of tempo can provide contrast within a piece of music? 	<ul style="list-style-type: none"> - Do you understand how melodies move up & down by leaps & steps? - Can you explore & use sets of pitches, e.g. 4 or 5 note scales? - 	<ul style="list-style-type: none"> - Can you control a range of dynamic levels? - Can you tell whether a change is gradual or sudden? - 	<ul style="list-style-type: none"> - Can you work with a partner to create a piece of music using more than one instrument? - Can you add rhythmic accompaniment to a song? 	<ul style="list-style-type: none"> - Can you use simple structures? - Can you identify when a musical phrase starts & ends? 	<ul style="list-style-type: none"> - Can you select & use a particular timbre to create a range of effects?
Y4	<ul style="list-style-type: none"> - Do you understand the relation between pulse & note length? - Do you understand metre in 2 and 3 beats; then 4 and 5 beats? 	<ul style="list-style-type: none"> - Can you select the tempo for familiar songs? - Can you make music which changes tempo? 	<ul style="list-style-type: none"> - Can you use pitches from simple scales? - Can you use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> - Can you show how you can use dynamics to provide contrast? 	<ul style="list-style-type: none"> - Can you devise & play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> - Can you identify repetition in structures? - Can you recognise & use basic structural forms? e.g. rounds, rondo form. 	<ul style="list-style-type: none"> - Can you identify how a change in timbre can change the effect of a piece of music?
Y5	<ul style="list-style-type: none"> - Do you understand the relation between pulse & syncopated patterns? 	<ul style="list-style-type: none"> - Can you explain how tempo changes the character of music? - Can you choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> - Can you use your own scales? - Can you use pitches simultaneously to produce harmony by building up simple chords? 	<ul style="list-style-type: none"> - Can you identify where a gradual change in dynamics has helped to shape a phrase of music? 	<ul style="list-style-type: none"> - Can you create a piece of music in a group; showing awareness of how the separate parts contribute to the overall effect? - Can you identify contrasting parts within a piece of music? 	<ul style="list-style-type: none"> - Can you identify when a phrase is repeated in a familiar song? - Can you identify contrasts & variations in structures? 	<ul style="list-style-type: none"> - Can you select & use particular timbre/s to create effects within a piece of music?
Y6	<ul style="list-style-type: none"> - Can you combine groups of beats? 	<ul style="list-style-type: none"> - Can you show how a small change of tempo can make a piece of music more effective? 	<ul style="list-style-type: none"> - Can you use & understand some conventional scales, such as major, minor, pentatonic? - Do you use the full range of chromatic pitches to build up chords, melodic lines & bass lines? 	<ul style="list-style-type: none"> - Can you use change in dynamics to make a piece of music more effective? 	<ul style="list-style-type: none"> - Can you create a piece of music, which contains two (or more) distinct melodic or rhythmic parts, and consider how the parts will fit together? 	<ul style="list-style-type: none"> - Can you create introductions, interludes & endings for songs & compositions? - Can you use different devices to structure music effectively? 	<ul style="list-style-type: none"> - Can you select & use combinations of timbres to create effects within a piece of music?