



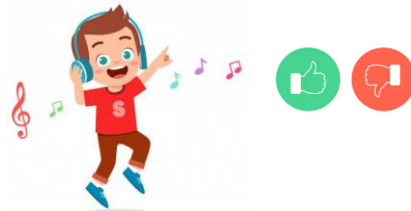
# Music Passport – Reception to Year 1



I can listen to lots of different music.



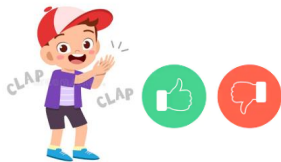
I can say how it makes me feel.



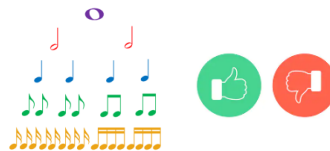
I can show this through movement.



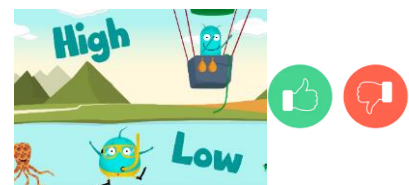
I can find:



Pulse



Rhythm

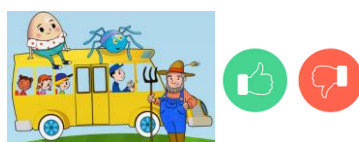


Pitch

I can play instruments in the classroom.



I can learn nursery rhymes and songs with actions.



I can perform my songs to others.





## Vocabulary

Reflect

Pulse

Perform

Pitch

Compose

Rhythm

### Knowledge

- ✓ To know songs off by heart, including nursery rhymes.
- ✓ To know that music has a steady pulse, like a heartbeat.
- ✓ To know that music can be expressed through movement.
- ✓ To know that pitch means whether it is high or low.
- ✓ To know a performance is sharing music with other people, called an audience.

### Skills

- ✓ Learn about voices, singing notes of different pitches (high and low).
- ✓ Enjoy moving to music by dancing, marching, being animals or pop stars.
- ✓ Record the performance and say how you were feeling about it
- ✓ Perform songs you have learned.



# Music Passport - Year 1 to Year 2



## SINGING

I know and can sing at least 5 songs off by heart.  
I have learned about lots of styles of music.



## PULSE

I can find the pulse of the songs I have learned.  
I know the pulse is the heartbeat of the music  
I can be an animal, a pop star or march when finding the pulse of the music

## RHYTHM

I can copy rhythms when playing Warm-up Games.  
I can clap the rhythm of my name and favourite colour when playing Warm-up Games.



## PLAY

I can play the glockenspiel along to all the songs we sang this year.  
I played the  easy  medium  both the easy and medium parts.

## IMPROVISE

I can improvise with the songs we sang this year.  
I used  one  two notes.



## COMPOSE

I can compose a simple melody with some of the songs we sang this year.

## PERFORM

I can perform a range of songs.



## REFLECT

I thought about how it felt when performing these songs.



# Music Passport – Year 1



## Vocabulary

decks	bass
improvise	trumpets
drums	Latin
keyboard	imagination
blues	groove
folk	melody
rap	percussion
singers	funk
saxophone	baroque
Irish	audience

### Knowledge

- ✓ To know at least 5 songs off by heart
- ✓ To know what the songs are about.
- ✓ To know and recognise the sound and names of some of the instruments.
- ✓ To know that music has a steady pulse, like a heartbeat.
- ✓ To know the names of the notes they are playing.
- ✓ To know that improvisation is about making up your own tunes on the spot.
- ✓ To know that composing is like writing a story with music.
- ✓ To know a performance is sharing music with other people, called an audience.

### Skills

- ✓ Enjoy moving to music by dancing, marching, being animals or pop stars.
- ✓ Learn about voices, singing notes of different pitches (high and low).
- ✓ Learn that you can make different types of sounds with your voices – you can rap or say words in rhythm.
- ✓ Learn to start and stop singing when following a leader.
- ✓ Learn to play a tuned instrumental part with the song you perform.
- ✓ Use voices and instruments to improvise your own replies.
- ✓ Help to create a simple melody using one, two or three notes.
- ✓ Learn how the notes of the composition can be written down and changed if necessary.
- ✓ Perform songs you have learned.
- ✓ Record the performance and say how you were feeling about it.



# Music Passport - Year 2 to Year 3



## SINGING

I know and can sing at least 5 songs off by heart.  
I have learned about lots of styles of music.



## PULSE

I can find the pulse of the songs I have learned.  
I know the pulse is the heartbeat of the music  
I can be an animal, a pop star or march when finding the pulse of the music

## RHYTHM

I can copy rhythms when playing Warm-up Games.  
I can clap the rhythm of my name and favourite colour when playing Warm-up Games.



## PLAY

I can play the glockenspiel along to all the songs we sang this year.  
I played the  easy  medium  both the easy and medium parts.

## IMPROVISE

I can improvise with the songs we sang this year.  
I used  one  two notes.



## COMPOSE

I can compose a simple melody with some of the songs we sang this year.

## PERFORM

I can perform a range of songs.



## REFLECT

I thought about how I felt when performing these songs.



# Music Passport – Year 2



## Vocabulary

question and answer

tempo

Reggae

Glockenspiel

electric guitar

unison

dynamics

### Knowledge

- ✓ To know at least 5 songs off by heart and some of these have a chorus and answer part.
- ✓ To know why we warm up our voices.
- ✓ To know and recognise the sound and names of some of the instruments.
- ✓ To know what is pulse, rhythm and pitch.
- ✓ To know the names of the notes they are playing.
- ✓ To know that improvisation is about making up your own tunes on the spot.
- ✓ To know that composing is like writing a story with music.
- ✓ To know a performance is sharing music with other people, called an audience.

### Skills

- ✓ Enjoy moving to music by dancing, marching, being animals or pop stars.
- ✓ Learn about voices, singing notes of different pitches (high and low).
- ✓ Learn that you can make different types of sounds with your voices – you can rap or say words in rhythm.
- ✓ Learn to start and stop singing when following a leader.
- ✓ Learn to find a comfortable singing position.
- ✓ Learn to play a tuned instrumental part with the song you perform.
- ✓ Use voices and instruments to improvise your own replies.
- ✓ Help to create a simple melody using one, two or three notes.
- ✓ Learn how the notes of the composition can be written down and changed if necessary.
- ✓ Perform songs you have learned and add your own ideas. Record the performance and say how you were feeling about it.



# Music Passport - Year 3 to Year 4



## SINGING

I know and can sing at least 5 songs off by heart.  
 I can recognise different musical styles.  
 I have listened to some classical music.

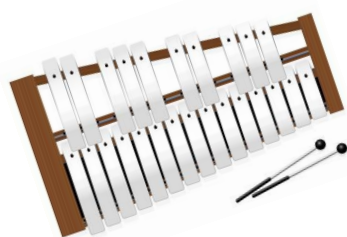


## PULSE

I can find the pulse of the songs we have learned and recognise other musical dimensions.  
 I know the difference between pulse, rhythm and pitch and can show this in Warm-up games.

## LISTEN

I can recognise different musical styles.  
 I have listened to some classical music.



## PLAY

I can play the glockenspiel along to all the songs we sang this year.  
 I can learn other tunes on the Glockenspiel.  
 I can read some music.  
 I played the  easy  medium  both the easy and medium parts.

## IMPROVISE

I can improvise with the songs we sang this year.  
 In class we completed the Bronze  Silver  Gold



## COMPOSE

I can compose a simple melody with some of the songs we sang this year.

## PERFORM

I can perform a range of songs.



## REFLECT

I thought about how I felt when performing these songs.



# Music Passport – Year 3



## Vocabulary

choir  
conductor  
verse

structure  
introduction  
chorus  
hook  
texture  
pentatonic scale

organ  
imagination  
disco  
backing vocals  
melody  
synthesizer

### Knowledge

- ✓ To know you need to plan performances.
- ✓ To know you must sing or rap the words clearly.
- ✓ To know songs from memory, the style of these songs and who sang them or wrote them.
- ✓ To talk about a song and all its features.
- ✓ To know how pulse, rhythm and pitch work together to create a song.
- ✓ To know and be able to talk about:
  - Choirs and Conductors
  - that songs can make you feel different things
  - that you need to listen to each other when singing together
  - to know why you must warm up your voice,
  - The instruments used in class (a glockenspiel or a recorder)
  - Improvisation
- ✓ To know that using one or two notes confidently is better than using five.
- ✓ To know that if you improvise using the notes you are given, you cannot make a mistake.

### Skills

- ✓ Choose what to perform and create a programme.
- ✓ Communicate the meaning of the words and clearly articulate them.
- ✓ Plan and create a section of music that can be performed within the context of the unit song.
- ✓ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- ✓ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- ✓ Improvise using instruments in the context of the song they are learning to perform.
- ✓ Confidently identify and move to the pulse.
- ✓ Think about what the words of a song mean.
- ✓ Listen carefully and respectfully to other people's thoughts about the music.
- ✓ Sing in unison and in simple two-parts, demonstrate a good singing posture and sing with awareness of being 'in tune'.
- ✓ Have an awareness of the pulse internally when singing.





# Music Passport - Year 4 to Year 5



## SINGING

I know and can sing at least 5 songs off by heart.  
I can recognise different musical styles.  
I have listened to some classical music.

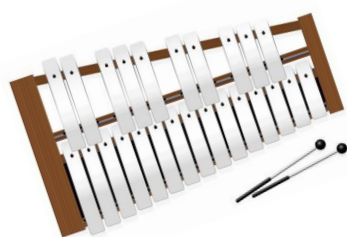


## PULSE

I can find the pulse of the songs we have learned and recognise other musical dimensions.  
I know the difference between pulse, rhythm and pitch and can show this in Warm-up games.

## LISTEN

I can recognise different musical styles.  
I have listened to some classical music.



## PLAY

I can play the glockenspiel along to all the songs we sang this year.  
I can learn other tunes on the Glockenspiel.  
I can read some music.  
I played the  easy  medium  both the easy and medium parts.

## IMPROVISE

I can improvise with the songs we sang this year.  
In class we completed the Bronze  Silver  Gold



## COMPOSE

I can compose a simple melody with some of the songs we sang this year.

## PERFORM

I can perform a range of songs.



## REFLECT

I thought about how it felt when performing these songs.



# Music Passport – Year 4



## Vocabulary

unison	piano	riff
rapping	organ	rhythm
musical style	solo	lyrics
turntables	patterns	digital sounds
notation	choreography	electronic sounds
acoustic guitar	by ear	backing vocal

### Knowledge

- ✓ To know you need to plan performances.
- ✓ To know you must sing or rap the words clearly.
- ✓ To know songs from memory, the style of these songs and who sang them or wrote them.
- ✓ To talk about a song and all its features.
- ✓ To know how pulse, rhythm and pitch work together to create a song.
- ✓ To try musical leadership in singing and playing.
- ✓ To know and be able to talk about:
  - Choirs and Conductors
  - that songs can make you feel different things
  - that you need to listen to each other when singing together
  - to know why you must warm up your voice, and a solo singer makes a thinner texture than a group.
  - The instruments used in class (a glockenspiel or a recorder)
  - Improvisation
- ✓ To know that using one or two notes confidently is better than using five.
- ✓ To know that if you improvise using the notes you are given, you cannot make a mistake.

### Skills

- ✓ Choose what to perform and create a programme.
- ✓ Communicate the meaning of the words and clearly articulate them.
- ✓ Try to use musical vocabulary when speaking.
- ✓ Plan and create a section of music that can be performed within the context of the unit song.
- ✓ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- ✓ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- ✓ Improvise using instruments in the context of the song they are learning to perform.
- ✓ Confidently identify and move to the pulse.
- ✓ Think about what the words of a song mean.
- ✓ Listen carefully and respectfully to other people's thoughts about the music.
- ✓ Sing in unison and in simple two-parts, demonstrate a good singing posture and sing with awareness of being 'in tune'.
- ✓ Rejoin the song if you get lost.
- ✓ Have an awareness of the pulse internally when singing.



# Music Passport - Year 5 to Year 6



## SINGING

I know and can sing at least 5 songs off by heart.  
I can talk about the style, the structure, the dimensions and the historical context of the songs



## PULSE, RHYTHM, PITCH

I can demonstrate how pulse rhythm and pitch connect in a song or piece.

## LISTEN

I have listened to some classical music and looked at its history.



## PLAY

I can play the glockenspiel along to all the songs we sang this year.

I played the  easy  medium  both the easy and medium parts.

## IMPROVISE

I can improvise with the songs we sang this year.  
In class we completed the Bronze  Silver  Gold



## COMPOSE

I can compose a simple melody with some of the songs we sang this year.

## PERFORM

I can perform a range of songs.



## REFLECT

I thought about how it felt when performing these songs.

## NOTATION

I can use notated music.



I brought my own instrument. I play .....



# Music Passport – Year 5



## Vocabulary

appraising	tune	syncopation	note values
swing	verse	note names	tag ending
big bands	interlude	strings	backing loops
cover	deck	soul	timbre
backbeat	Hip Hop	funk	rock
amplifier	bass line	groove	bridge
harmony			

### Knowledge

- ✓ To know and be able to talk about what a performance is and what it involves.
- ✓ To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- ✓ To choose two or three other songs and be able to talk about: some of the style indicators of the song, the lyrics, musical dimensions used, main sections of the song, instruments they can hear, the historical context of the song-what else was going on at this time.
- ✓ To know and be able to talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song and how to keep the internal pulse
- ✓ To create musical ideas for the group to copy or respond
- ✓ To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- ✓ To choose a song and be able to talk about:
  - ✓ Its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, what the song is about and the meaning of the lyrics.
- ✓ To know and be able to talk about: different ways of writing music down, the notes C, D, E, F, G, A, B + C on the treble staff.
- ✓ To know and be able to talk about improvisation
- ✓ To know and be able to talk about your own compositions.
- ✓ To understand notation: recognise the connection between sound and symbol
- ✓ To know three well-known improvising musicians

### Skills

- ✓ To choose what to perform and create a programme, record the performance and evaluate it.
- ✓ To communicate the meaning of the words and clearly articulate them.
- ✓ To talk about the venue and how to use it to best effect.
- ✓ To identify and move to the pulse with ease.
- ✓ To compare two songs in the same style using musical vocabulary and talk about the musical dimensions used and how it made you feel.
- ✓ To sing in unison and to sing backing vocals with an awareness of being in tune.
- ✓ To listen to the group when singing, be aware where you fit in the group and demonstrate a good singing posture.
- ✓ To follow a leader when singing and when playing and lead a rehearsal session.
- ✓ To experience rapping and solo singing.
- ✓ To play a musical instrument with the correct technique and select a part that matches your musical challenge.
- ✓ Improvise using instruments in the context of a song to be performed.
- ✓ Create simple melodies using up to five different notes and simple rhythms.
- ✓ Explain the keynote or home note and the structure of the melody.
- ✓ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- ✓ Record the composition in any way appropriate that recognises the connection between graphic/pictorial notation and sound.



# Music Passport - Year 6 to Year 7



## SINGING

I know and can sing at least 5 songs off by heart.  
I can talk about the style, the structure, the dimensions and the historical context of the songs.



## PULSE, RHYTHM, PITCH

I can demonstrate and explain how pulse rhythm and pitch connect a song or piece of music.



## PLAY

I can play the glockenspiel along to all the songs we sang this year.  
I played the  easy  medium  both the easy and medium parts.

## LISTEN

I can recognise different musical styles.  
I have listened to some classical music.

## IMPROVISE

I can improvise with the songs we sang this year.  
In class we completed the Bronze  Silver  Gold



## COMPOSE

I can compose a simple melody with some of the songs we sang this year.

## PERFORM

I can perform a range of songs.



## REFLECT

I thought about how felt when performing these songs.

## NOTATION

I can use notated music.



## MUSIC AND IDENTITY

I can talk about my musical and cultural identity.  
I have written a piece with my friend about this.

I brought my own instrument. I play .....



# Music Passport – Year 6



## Vocabulary

Jazz	Motown
Producer	Neo Soul
Blues	Phrases
Urban gospel	Ostinato

### Knowledge

- ✓ To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- ✓ To choose two or three other songs and be able to talk about: some of the style indicators of the song, the lyrics, musical dimensions used, main sections of the song, instruments they can hear, the historical context of the song-what else was going on at this time.
- ✓ To know and talk about that fact that we each have a musical identity
- ✓ To know and be able to talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song and how to keep the internal pulse
- ✓ To create musical ideas for the group to copy or respond
- ✓ To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- ✓ Its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, what the song is about and the meaning of the lyrics.
- ✓ To know and be able to talk about: different ways of writing music down, the notes C, D, E, F, G, A, B + C on the treble staff.
- ✓ To know and be able to talk about improvisation:
- ✓ To know and be able to talk about their own compositions.
- ✓ To understand notation: recognise the connection between sound and symbol
- ✓ To know three well-known improvising musicians

### Skills

- ✓ To choose what to perform and create a programme, record the performance and evaluate it.
- ✓ To communicate the meaning of the words and clearly articulate them.
- ✓ To talk about the venue and how to use it to best effect.
- ✓ To identify and move to the pulse with ease.
- ✓ To compare two songs in the same style using musical vocabulary and talk about the musical dimensions used and how it made you feel and think about the message of the song.
- ✓ To sing in unison and to sing backing vocals with an awareness of being in tune.
- ✓ To listen to the group when singing, be aware where you fit in the group and demonstrate a good singing posture.
- ✓ To follow a leader when singing and when playing and lead a rehearsal session.
- ✓ To experience rapping and solo singing.
- ✓ To play a musical instrument with the correct technique and select a part that matches your musical challenge.
- ✓ Improvise using instruments in the context of a song to be performed.
- ✓ Create simple melodies using up to five different notes and simple rhythms.
- ✓ Explain the keynote or home note and the structure of the melody.
- ✓ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- ✓ Record the composition in any way appropriate that recognises the connection between graphic/pictorial notation and sound.