

Progression of Skills – MUSIC

Inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure will be communicated and shared with children through their infant experience. The key vocabulary forms an important strand of understanding music and should be continually related to throughout any teaching, speaking and sharing of music that takes place in and around school. Each year group will closely look at all the musical terms, recapping and building on previous learning. Each year group has an additional, more in-depth focus on one, or two of the musical terms throughout the year, to ensure thorough embedding of knowledge. Key displays of 'musical terms' will be displayed around school to prompt both teachers' and pupils'. Before any singing session all children should be encouraged to engage in vocal warm up games mouth exercise games.

Musical terms:

Pulse/beat: like a heartbeat, a steady beat underlying the music

Rhythm: pattern of sound

Pitch: high sounds, low sounds

Structure: how a piece of music/song is built up, eg verse-chorus-verse-chorus

Dynamics: loud, quiet, getting louder, getting quieter

Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound

Texture: layers in the music, eg one sound or several sounds

Tempo: speed

Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This "line" gives the contour or shape of the melodic line

Genre: the type of music, eg pop, jazz, folk, classical

Foundation Stage

Aspects of musical learning and development: Hearing and Listening, Vocalising and Singing, Moving and Dancing, Exploring and Playing

A large photograph of each of the displays around school to be brought together and displayed in the music room.

Music interweaves through all areas of learning and development. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being a human. 'Letters and Sound' is taught throughout the FS and plays an important part in introducing children to the sound system and communication, focussing on 'sound discrimination' and 'environmental sounds' (aspect 1), 'instrumental sounds' (aspect 2), 'body percussion' (aspect 3) 'Rhythm and rhyme' (aspect4) and 'Voice sounds' (aspect 6). Instruments should be shared and respected, both FS1 and FS2 display instruments in their 'continuous provision' allowing children see, explore and use instruments at their leisure. A shared outdoor area provides a wealth of sound exploration through set 'extra-large instruments' and the use of household items in the 'Witches kitchen' used to create sound. The 'Characteristics of Effective Learning' should interweave through EYFS allowing for opportunities whereby children 'play and explore', 'have a go', 'keep trying' and 'make links' within their musical exploration

EAD Exploring and using media and	Being imaginative	Progression of skills			
materials		Foundation 1	Foundation 2		
Musical Terms to fo	cus on:	Pitch / Tempo.	Pulse/beat / Timbre / Rhythm		
Genre to focus on:		Pop. Folk. Rap	Pop. Reggae. Jazz.		
3 and 4 year olds Listen with increased attention to sounds. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	4 and 5 year olds Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups	-Engage in whole group singing times dailyIntroducing new music alongside familiar music Copy children's vocalisations to show you hear and value them. Demonstrate using voice in a range of ways e.g. sing quietly, slowly, sadly etc. Moving to the beat of instruments Circle games passing instruments carefully and respectfully and exploring how we can make a sound on them; with hands, fingers, sticks etc.	Encourage the use of voice recorders to record children's favourite songs and their singing – this will enable 'shy' children. Children to play the beat on an instrument for their peers to move to.		
Play instruments with increasing control to express their feelings and ideas Sing the pitch of a tone sung by another person ('pitch match').	Watch and talk about dance and performance art, expressing their feelings and responses.	-Group instrument match gamesLook at different genres of music and where in the world they originate - use childrens' holiday destinations as inspirationDescribe the sounds on instruments e.g. scratchy, smooth, soft - timbre -How does the music make you feel? Allow the children to feel the music, not just hear it. Dough disco -Pitch – hum/one syllable sounds along to songsEncourage children to repeat phrases - rap -Use singing puppets. Stop at intervals and suggest puppet has forgot the next line. Encourage individual children to sing for the puppetClap and tap bodies to the pulse/beat of the music/song. (Use 'Creepy Crawly Calypso')	-Audio instrument sounds and sound lotto gamesLook closer at music/songs, where does it originate and who is the artist? What might have inspired the artist? e.g. Bob Marley Reggae -What instruments can we hear in a piece of music? texture -Abstract paintings inspired by music (Melissa McCracken) -Control their singing voices e.g. when singing loud, don't shout -Play with rhyming wordsPat, strike, bang an instrument to the beat of a song the whole group is singingEncourage children to move/dance whilst playing instruments. (Use 'Creepy Crawly Calypso')		
Create their own songs or improvise a song around one they know. Respond to what they have heard, expressing their thoughts and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses.	-How does the music make you feel? - Use repeated tracks for certain parts of the day e.g. a certain song played for tidy-up time, home time, singing time, quiet time etcUse microphones at group singing times on a set day e.g. karaoke FridayEncourage parents to share videos with nursery of their children's dancing and singing. Celebrate, share and copy these in Nursery.	-Abstract thinking about music e.g. "this music sounds like floating on a boat" -Compare pieces of musicDescribe changes in pieces of music e.g. started slow, finishe fastEngage children in music choices for the order of the day e.g. quiet time, play time, dinner time, maths time etcOpportunities for 'solo' singingCelebrate individuals' achievements in music and dancing.		

Abstract paintings.

Key Stage 1 – MUSIC

Music doesn't have to be taught within a 'Music session'. Incorporate music and its magic into daily practices and through other curriculum subjects, use it 'in the moment', and burst into song when a word or action prompts you to do so. Inspire pupils to develop a love of music in their day to day practice and as they move around school. Give them to tools, critically engage them, allow them to compose and listen with discrimination to music, allow opportunities to create and share their attempts, critique and achievements in music.

engage tnem, allow tnem to compos	e and listen with discrimination to music, allow opportunities to	create and snare their attempts, critique and achievements in music.		
Musical Terms to focus on:	Structure / Dynamics	Texture / Melodic shape		
Genre to focus on:	Opera. Cyber. Indian	Pop. Classical		
Aims	Year 1	Year 2		
Pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and				
musicians.				
Punils learn to sing and use their voices to create and compose music on their own and with others, have to opportunity to learn a musical instrument, use technology				

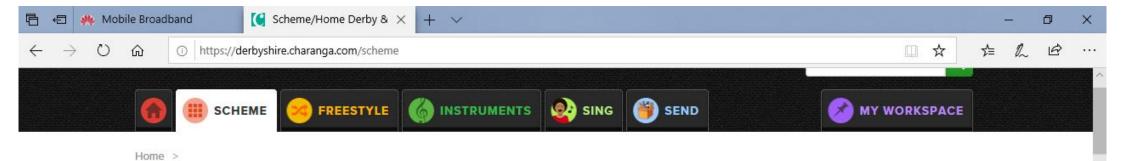
Pupils learn to sing and use their voices, to create and compose music on their own and with others, have to opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: Pitch, duration, tempo, timbre, texture, structure and appropriate musical notations.

Subject Content	•	Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	chanting -Use glockenspice and low (pitch) to -Find out how to -Create a singing	of the voice in different ways, such as speaking, singing and els to explore how the voice can produce rhythm and pulse, high o create different effects. sing with expression, confidence and creativity to an audience. g area where small groups or individuals can sing e.g. a large box nower effect!) for solitary singing. – X factor.	-Sing with a sense of the shape of a melody - Graphic scoringTo represent sound with symbolsTo improvise in making sounds with the voicePerform songs using creativity and expression and create dramatic effect -Record their voices, chants and songs on 2simple music – can peers identify them? Use the recordings at performancesWhat is a recording studio? Visit to the local radio station?
Play tuned and untuned instruments musically.	-Explore body -Play instrumer -Repeat, and ir simple musical -Learn to play s notes in the chi -Encourage chi -Understand ho	name a range of instruments. percussion through musical groups such as: Barbatuques into for others to move to. posstigate simple beats and rhythms through introduction of notations. sounds, linking them with symbols – learn the 7 main musical romatic scale; ABCDEFG ildren to mark the pulse of a song with stamps. by to play an instrument with care and attention. Watch rformers on stage.	-Describe and name key string instrumentsPerform simple patterns and accompaniments keeping to a steady pulse -Recognise and explore how sounds can be organisedPlay the chromatic scale on an instrument ABCDEFG -Clap, tap, play a simple phrase of music reading the musical notationsRespond to starting points that have been givenUnderstand how to control playing a musical instrument so that they sound as they should. Sing songs they know well, add an instrument to play the beat and one to play with the rhythm -texture Have a conductor in class performances; respond to a range of gestures for stop/start, fast/slow, loud/quietWatch previous Y2 performances and critic.
Listen with concentration and understanding to a range of high quality live and recorded music.	-Reflect on music sterotypes? Do y with bikers? -Respond to diffe -Sort instruments -Cbeebies Yolan -Listen to pieces	of music that describe e.g. the sea, fireworks etc. ne Indian 'Saptak festival' use movement and dance to reinforce the	-Notice how different music can be used to create different moods and effects and to communicate ideasListen and understand how to improve own compositionInvite Heritage students to come and performlook at some of the first composers of music such as Joseph Haydn and Carl Philipp Emanuel Bach and compare them to today's artists such as Ed Sheeran.
Experiment with, create, select and combine sounds using the interrelated dimensions of music.	-Create a sequent rhythmsInvestigate make-Explore own idee -Use symbols to -Explore the effe	nce of long and short sounds with help, including clapping longer ing sounds that are very different (loud and quiet, high and low etc.) as and change as desired. represent sounds	-Choose carefully and order sounds in a beginning middle and endUse sounds to achieve an effect (including ICT). Create short musical patternsInvestigate long and short soundsExplore changes in pitch to communicate an ideaMake up their own three note tunes independentlyCreate a short composition on 2Simple Music and share with peers to play it. Melodic shape

Key progression of skills in MUSIC

Foundation 1	Foundation 2	Year 1	Year 2
Pulse/beat. Pitch. Dynamics. Tempo. Melodic	Rhythm. Timbre. Texture. Melodic shape	Pulse/beat / Pitch / Speed.	Texture / Structure / Melodic shape
shape Pop. Folk. Rap	Pop. Reggae. Jazz.	Opera. Cyber. Indian	Pop. Classical
Copy childrens' vocalisations	Use voice recorders.	Sing with expression Record their voices, chants and songs on 2simple music – can peers identify them?	Solo singing to an audience Perform songs using creativity and expression and create dramatic effect Use childrens' recordings in performances.
Moving to the beat of an instrument.	Play the beat of an instrument for peers to move to.	Play instruments for small groups to move to. Introduce simple musical notations. Use symbols to represent sounds	Play instruments for a large group to move to (Hall time). Perform simple patterns and accompaniments keeping to a steady pulse Clap, tap, play a simple phrase of music reading the musical notations. Represent sound using symbols.
Exploring how we make a sound on an instrument. Focus on 'timbre'	Compare pieces of music Pop v Reggae Pat, strike, bang an instrument to the beat of a song the whole group is singing.	Learn to play sounds, linking them with symbols – learn the 7 main musical notes in the chromatic scale; ABCDEFG	Play the chromatic scale on an instrument ABCDEFG Recognise and explore how sounds can be organised. Sing songs they know well, add an instrument to play the beat and one to play with the rhythm –texture Listen and understand how to improve own composition. Understand how to control playing a musical instrument so that they sound as they should.
Value and respecting instruments - Introduction to displaying instruments and returning them once finished.	Engage children in choices of instruments to support different areas of learning or movement around the area. Display area of instruments for children to play and return.	Describe and name a range of instruments. Sort instruments into different types Understand how to play an instrument with care and attention. Watch present day performers on stage.	Describe and name key string instruments. What is a recording studio? Visit to the local radio station?
Genres of music from individuals experiences e.g. holidays	Look at the artists of childrens' favourite songs e.g. Arianna Grande Artists from African music e.g. Bob Marley find out more about them.	Discuss the different genres in music. Look closely at the Indian 'Saptak festival' use movement and dance to reinforce the enjoyment of music.	-look at some of the first composers of music such as Joseph Haydn and Carl Philipp Emanuel Bach and compare them to today's artists such as Ed Sheeran. Invite Heritage students to come and perform.
Move their bodies to different music	Dance whilst playing instruments.	Explore body percussion through musical groups such as: Barbatuques Create a sequence of long and short sounds with help, including clapping longer rhythms.	Have a conductor in class performances; respond to a range of gestures for stop/start, fast/slow, loud/quiet.
Describe how music makes them feel.	Abstract thinking about music e.g. "this music sounds like floating on a boat"	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Explore the effect of silence.	Melody: Graphic scoring Notice how different music can be used to create different moods and effects and to communicate ideas.
Value and share childrens' achievements in music	Celebrate individuals' achievements.	Introduction to 2SimpleMusic technology. Opportunity to explore their own ideas with music and change as desired. Create a short composition	Create short musical patterns independently. Create a short composition on 2Simple Music and share with peers to play it. Watch previous Y2 performances and critic.
Pitch - high and low sounds	Control their voices e.g. not shouting when singing loud – sing Do, re me, far, so, la, te, do and use the glockenspiel/xylophone.	Explore the use of the voice in different ways, such as speaking, singing and chanting. Use instruments to explore how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.	Explore changes in pitch to communicate an idea. Make up their own three note tunes independently.
Match instrument sounds	Texture – what instruments can we hear in music - Jazz	Stereotypes in music? Listen to pieces of music that describe e.g. the sea, fireworks etc.	To improvise in making sounds with the voice.
Clap hands, to the pulse/beat	Play a drum to pulse/beat	Stamp feet to the pulse/beat	Play an instrument to the pulse/beat during a production Perform simple patterns and accompaniments keeping to a steady pulse



Scheme

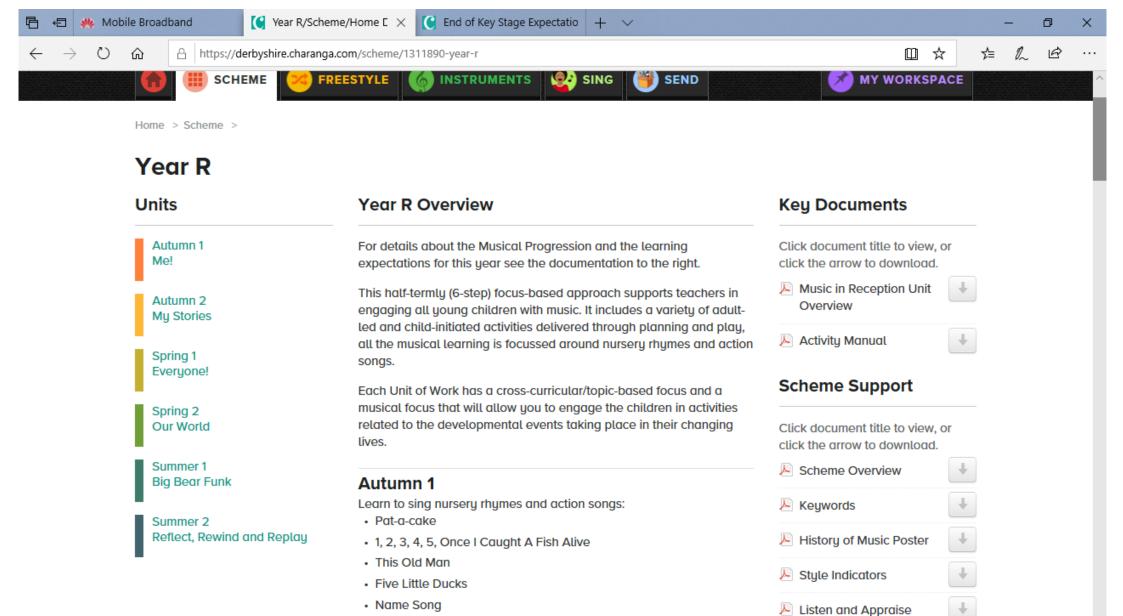
Get started: Scheme Overview and Documentation

Previous Scheme: The previous Scheme is still available here.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
R	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
OVERVIEW & PLANNING	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
YEAR	Hey You!	Rhythm In The Way We Walk and The Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
OVERVIEW & PLANNING	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
YEAR 2	Hands, Feet, Heart	Но Но Но	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
OVERVIEW &	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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Year 2

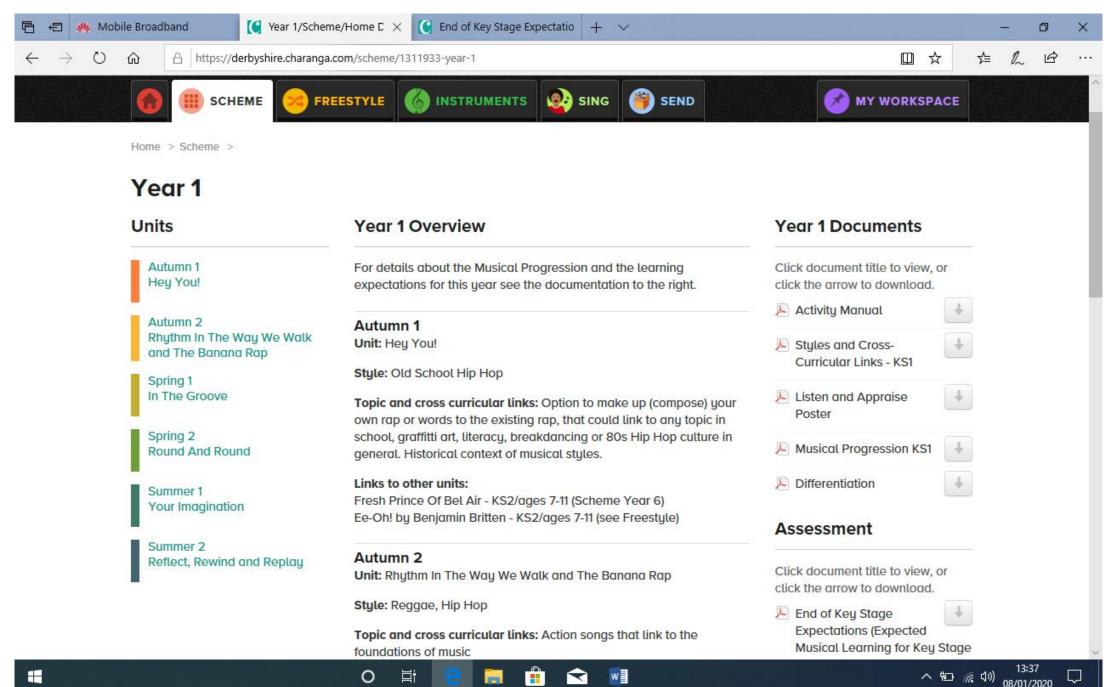
Reception

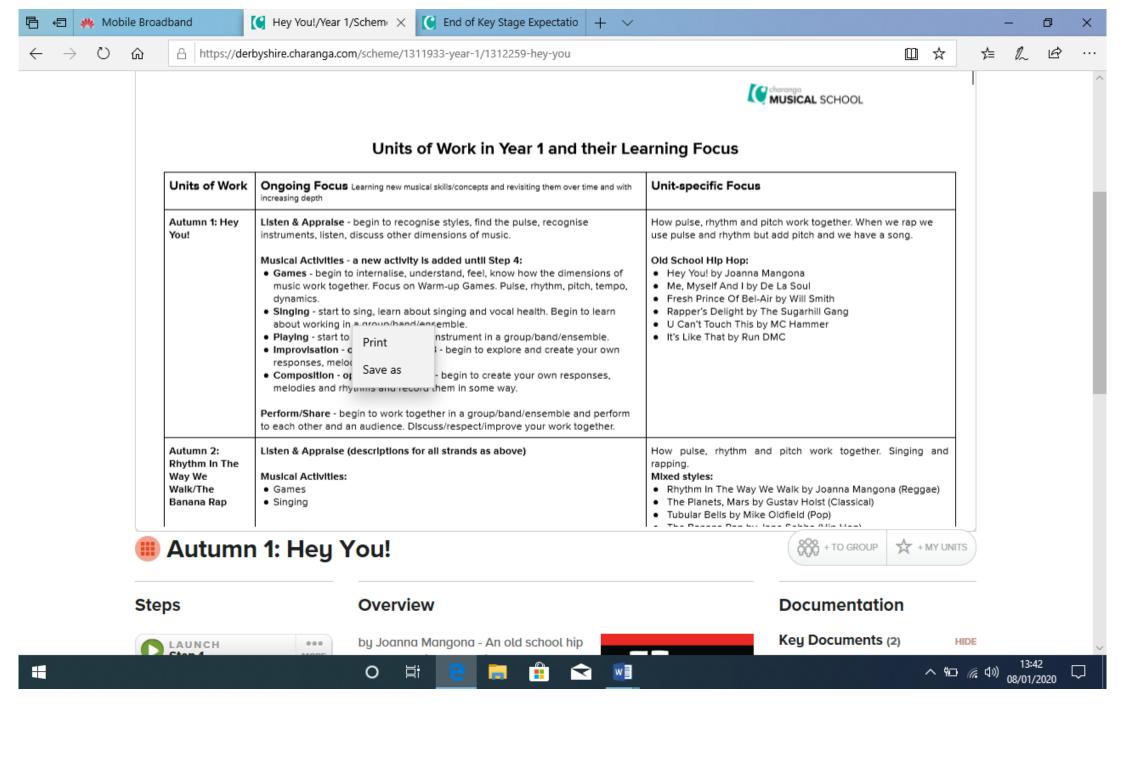




Poster

· Things For Fingers





Year 2





SCHEME











MY WORKSPACE

Home > Scheme >

Year 2

Units

Autumn 1 Hands, Feet, Heart

Autumn 2 Ho Ho Ho

Spring 1 I Wanna Play In A Band

Spring 2 Zootime

Summer 1 Friendship Song

Summer 2 Reflect, Rewind and Replay

Year 2 Overview

For details about the Musical Progression and the learning expectations for this year see the documentation to the right.

Autumn 1

Unit: Hands, Feet, Heart

Style: South African styles

Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.

Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)

Autumn 2

Unit: Ho Ho Ho

Style: Christmas, Big Band, Motown, Elvis, Freedom Songs

Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.

Links to other units: Christmas units

Year 2 Documents

Click document title to view, or click the arrow to download.

Activity Manual



Curricular Links - KS1

Listen and Appraise Poster

Musical Progression KS1

Differentiation

Assessment

Click document title to view, or click the arrow to download.

End of Key Stage
Expectations (Expected
Musical Learning for Key Stage

