Use of voice expressively and

creatively

Year 1

Year 2



Year 2

select and combine sounds

Year 1

Objectives:

Listen with concentration and

understanding

Year 1

Year 2

- use their voices expressively and creatively by singing songs and speaking chants and rhymes 1.
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.

Play tuned and unturned

instruments

Year 1

Experiment with, create,

Year 2

reari		ear 2	reari		rear 2	reari		ear z	reari		rear 2
Make and	Sing sin	•	Play instrume	nts	Perform simple	Distinguish		fy where	Explore		Choose carefully
change vocal	canons		showing an		patterns and	between a song		is from	different		and order
phonic sounds	limited	pitch	awareness of		accompaniments	and an	geogra	aphically –	sounds for a	3	sounds for a
	range.		others.		keeping to a	orchestral piece	learn l	now this	given purpo	ose.	beginning,
Sing action					steady pulse.	of music.	has in	fluenced			middle and end.
songs, echo	Childre	n can	Repeat and		, p		the so		Create a		
songs and			experiment w	ith	Recognise and	Identify high	30	uu.	sequence of	_f	Use sounds to
		simple beats and		•	, ,	Identify high and		long and sh			
rhymes with tune and in time limited pitch with others or		· ·		explore how	and low sounds,	low sounds and				achieve an	
limited pitch			rhythms.		sounds can be	and whether it			sounds with	1	effect. (including
range from	backing	g track			organised.	is loud or quiet,		er it is	help,		use of ICT)
memory			Learn to play			fast or slow	gettin	g louder or			Create short
	Sing sin	nple call	sounds linking	3	Respond to		quiete	er, faster or	Investigate		musical
Sing broadly in	and res	ponse	with symbols.		starting points	Say whether or	slowe	r	making		patterns.
tune with		inging at	•		that have been	not they like a			contrasting		•
others or a		ne line in	Understand h	OW/	given	piece of music	Sav w	hether or	sounds that		Investigate long
backing track.	tune by		to play differe		Biveii	with simple	•	ey like a	are very		and short
Dacking track.				:IIC		·			-		
	themse	eives.	sounds on			reasons.		of music	different (lo		sounds
Take turns in a			instruments v	vith			with s		and quiet, h		Explore changes
simple call and	Use go	od	care and			Listen to music	reasor	ns.	and low etc	.).	in pitch to
response song	posture	e and	attention.			from a range of					communicate an
	breathi	ng for				cultures and	Listen	to music	Explore owi	n	idea.
	each lir	line of a				traditions	from different		ideas and		
		rhyme.					cultur	es,	make chang	ges	1
		, -						ons and	to improve		1
								ical periods	work.		1
							and ex				1
							opinio				1
					Hanning mak	ia Ilaaa	opinio	115.			
					How we ach Yea						
Autumn 1	ı	A	tumn 2		Spring 1	Spring 2		Sumr	nor 1		Summer 2
	1	Theme:		Thou					ilei i	The	
Theme:				Then		Theme:		Theme:		The	
Magnificent Me		Christma	as production		tional Tales	Spring		Under the s			ler the sea
Singing				Pete	r and the wolf	Sorting instrument		Sounds for feeli Play sounds with			instruments to tell a
		JSTS Cat,	Monkey, Nap			Musical dimension	IS	1 tag sourtus with	t tristrumentis	story	
110.0.1	2.4	NO D (110.0	·	NO. 5		110.5.6	4 0 0		2 6 4 2 2
NC Reference: 1,	3, 4,	NC Refer	ence: 1 NC Refere		eference: 1, 2, 3, 4	NC Reference: 1, 2, 3, 4		NC Reference: 1, 2, 3,			Reference: 1, 2, 3,
								4		4	
Skills:		Skills:		Skills		Skills:		Skills:		Skills	
# Sing known songs			production:		rn new action songs	# Play and sing back		# Begin to co			ng known songs
actions showing enjo	oyment	chants, soi	ngs, hum,	off by	heart	simple sequences that	it use	using instrum			essively for an
and confidence		whisper				high and low notes		voices expres	sively	audie	ence
					ep the pulse with the						
# Explore how sounds		Use good posture and		leader, a piece of music or		# Recognise high and low		# Handle and play instruments with care and		-	noose and order
# Maks === 1	had:	breathing		song		sounds in songs and music			vith care and	soun	nds to tell a story
# Make and change	noay	# Create o	wyn chart	4 В-	ognico musicaticatica	# Find and a	de	some control		ı	
and mouth sounds			own snort patterns using		cognise music that is	# Find and sort soun				# 11-	and play
# Make phonic lette		THY CHILLY		ιαδιθ		that are high and love		# Evplore the	sounds		andle and play
II IVIANC DITOTIL TELLE	ror	nhonic sou	_		r slow	that are high and low		# Explore the		instr	uments with care
•		phonic sou	ınds, JSTS				,	different bea	ters can give	instr	
onomatopoeic sound			_		pond physically to	that are high and low # Create simple shor melodies using high a	t		ters can give	instru and s	ruments with care some control
•		symbols ar	ınds, JSTS	# Res	pond physically to	# Create simple shor	t	different bea	ters can give nstruments	instru and s # Cre	uments with care
onomatopoeic sound	ds and	symbols ar	ınds, JSTS	# Res music	pond physically to	# Create simple shor melodies using high a	t	different bea on different i	ters can give nstruments unds for	# Cre of so	some control reate own sequence
onomatopoeic sound change them	ds and sounds	symbols ar	ınds, JSTS	# Res musio # Ech	pond physically to	# Create simple shor melodies using high a	t and	different bear on different i # Choose sou	ters can give nstruments unds for	# Croof so	ruments with care some control reate own sequence bunds and change
onomatopoeic sound change them # Make and choose	ds and sounds	symbols ar	ınds, JSTS	# Res musio # Ech	pond physically to	# Create simple shor melodies using high a low sounds	t and	different bear on different i # Choose sou	ters can give nstruments unds for ings,	# Croof so	ruments with care some control reate own sequence bunds and change in in response to
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onomatopoeic sound change them # Make and choose in response to stimu	sounds sounds ilus rt types	symbols ar	ınds, JSTS	# Res music # Ech short	pond physically to o and copy simple rhythmic patterns ke short and long	# Create simple shor melodies using high a low sounds # When listening, dra line to show how mu changes from high to	t and aw a sic	different bea on different i # Choose sou different feel # Listen to a	ters can give instruments unds for ings, range of spond as in	# Cro of so them feed! # Lis musi	ruments with care some control reate own sequence ounds and change in in response to back sten to a range of ic and respond as in
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KS1 Music Progression



Instrument names: drum, triangle, wood block, Phonic letter sounds, pow, whoosh, trriing, aargh, pop etc hit, scrape, shake, rattle	T – rehearse, perform Drum Triangle Wood block Pow	JSTS: cat, monkey, nap T- pulse, rhythm, Whoosh Triiing Hit Scrape Shake Rattle	high, low, going up, going down Instrument names: chime bars, xylophone, Pitch	Instrument names; tambourine, shaker, boom-whackers, Maracaa, beater	getting louder, getting quieter, getting slower, getting faster, Sequence, high, low, expression
		Yea		T .	
Autumn 1 Theme: Into the Woods Focus: Classical music NC Reference: 1, 2, 3, 4 Skills: # Sing simple rondos (songs with chorus) # Breathe at the end of a line (phrase) # Sing simple call and response songs # Maintain a steady pulse # Combine pulse with simple rhythms – play in the gap # Choose two clear contrasting sounds for musical conversations # Suggest how to play instruments # Listen to music by different composers and express simple opinions; use some musical language to do this # Create own notation to write their tunes down # When listening, identify the mood or atmosphere from given options (e.g. 4 pictureswhich one does the music make you think of?)	Theme: Winter Christmas production Focus: Charanga Ho Ho Ho NC Reference: 1, 3 Skills: # Singing for production # Chants, songs, hum, whisper # Sing simple rondos (songs with chorus) # Breathe at the end of a line (phrase) # Maintain a steady pulse # Use good posture and breathing # Listen to music by different composers and express simple opinions; use some musical language to do this	Spring 1 Theme: Great Fire of London Focus: Nursery rhymes and traditional songs NC Reference: 1, 3 Skills: # Sing canons (rounds) maintaining their own part in time with others # Control long and short sounds with voice or instruments # Change phonic sounds in different ways – whisper, growling etc # Work in a small group to compose short pieces with varying durations of sound # Create and control rhythmic patterns # Keep to a steady pulse # Set the tempo for others to follow # Choose instruments that make a desired sound e.g. doorbell # Listen to music by different composers and express simple opinions using some musical term to do this	Spring 2 Theme: Africa Focus: Charanga Zootime NC Reference: 1, 2, 3, 4 Skills: # Sing simple songs with increasingly accurate pitch # Control breathing to sing phrases # Find ways to draw the changing pitch of one line of a known song # Listen for ABA structure in songs (is the second line different or the same as the first etc) # Create short tunes on pitched instruments # Create own notation to write their tunes down # Distinguish between African music and music from other places – what is the same and different? Why is African music like it is? Explore cultural and traditional influence # Respond physically when listening # Combine rhythms in an African style	Theme: The farm SATs term Focus: Charanga Friendship song NC Reference: 1, 3, 4 Skills: # Sing known songs with increasingly accurate phrasing and diction # Suggest ways to organise sounds # Follow a simple graphic score # Suggest and make changes to compositions to improve work	Theme: Castles, knights and dragons Focus: Medieval music NC Reference: 1, 3 Skills: # Perform favourite and known songs with enjoyment and expression confidently # Combine sounds to create a mood # Create a whole class graphic score # Use ABA structure in whole class compositions # When listening, identify the mood or atmosphere from given options (e.g. 4 pictureswhich one does the music make you think of?) # Listen to a range of music and respond as in Spring 1 and 2
Vocabulary: Consolidate yr 1 vocabulary plus smooth, jerky, scratchy, sliding up, sliding down pulse, rhythm, compose graphic score T – lyrics, verse, chorus	Vocabulary: hum, verse, chorus beginning, middle, end, pitch, high, low, lyrics chant, whisper,	Vocabulary: Consolidate yr 1 vocabulary and Autumn plus canon (round), tulip blocks, beater, pitch, high. Low, dynamics, loud, soft shorter, longer, Instrument names	Vocabulary: Consolidate yr 1 vocabulary plus slit drum, compose, glockenspiel, chant, graphic score, tuned, untuned Miam	Vocabulary: Consolidate yr 1 vocabulary plus steps, jumps, slide, beginning, middle, end, guiro, cymbal and glockenspiel	Vocabulary: Consolidate all previous vocabulary plus graphic score, agogo, metallophone, string, percussion