

Objectives:

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

| Use of voice expressively and creatively | | Play tuned and untuned instruments | | Listen with concentration and understanding | | Experiment with, create, select and combine sounds | |
|--|---|--|---|---|---|--|---|
| Year 1 | Year 2 | Year 1 | Year 2 | Year 1 | Year 2 | Year 1 | Year 2 |
| <p>Make and change vocal phonic sounds</p> <p>Sing action songs, echo songs and rhymes with limited pitch range from memory</p> <p>Sing broadly in tune with others or a backing track.</p> <p>Take turns in a simple call and response song</p> | <p>Sing simple canons with limited pitch range.</p> <p>Children can sing broadly in tune and in time with others or backing track</p> <p>Sing simple call and response songs singing at least one line in tune by themselves.</p> <p>Use good posture and breathing for each line of a song or rhyme.</p> | <p>Play instruments showing an awareness of others.</p> <p>Repeat and experiment with simple beats and rhythms.</p> <p>Learn to play sounds linking with symbols.</p> <p>Understand how to play different sounds on instruments with care and attention.</p> | <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given</p> | <p>Distinguish between a song and an orchestral piece of music.</p> <p>Identify high and low sounds, and whether it is loud or quiet, fast or slow</p> <p>Say whether or not they like a piece of music with simple reasons.</p> <p>Listen to music from a range of cultures and traditions</p> | <p>Identify where music is from geographically – learn how this has influenced the sound.</p> <p>Identify high and low sounds and whether it is getting louder or quieter, faster or slower</p> <p>Say whether or not they like a piece of music with simple reasons.</p> <p>Listen to music from different cultures, traditions and historical periods and express opinions.</p> | <p>Explore different sounds for a given purpose.</p> <p>Create a sequence of long and short sounds with help,</p> <p>Investigate making contrasting sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and make changes to improve work.</p> | <p>Choose carefully and order sounds for a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (including use of ICT)</p> <p>Create short musical patterns.</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea.</p> |

How we achieve these

Year 1

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|---|--|
| <p>Theme: Magnificent Me Singing</p> | <p>Theme: Winter Christmas production JSTS Cat, Monkey, Nap</p> | <p>Theme: Traditional Tales Peter and the wolf</p> | <p>Theme: Spring Sorting instruments Musical dimensions</p> | <p>Theme: Under the sea Sounds for feelings Play sounds with instruments</p> | <p>Theme: Under the sea Play instruments to tell a story</p> |
| NC Reference: 1, 3, 4, | NC Reference: 1 | NC Reference: 1, 2, 3, 4 | NC Reference: 1, 2, 3, 4 | NC Reference: 1, 2, 3, 4 | NC Reference: 1, 2, 3, 4 |
| <p>Skills: # Sing known songs with actions showing enjoyment and confidence</p> <p># Explore how sounds</p> <p># Make and change body and mouth sounds</p> <p># Make phonic letter or onomatopoeic sounds and change them</p> <p># Make and choose sounds in response to stimulus</p> <p># Recognise and sort types of sounds on instruments</p> <p># Echo and copy sounds back</p> <p># Respond to music physically when listening</p> | <p>Skills: Singing for production: chants, songs, hum, whisper</p> <p>Use good posture and breathing</p> <p># Create own short rhythmic patterns using phonic sounds, JSTS symbols and their own notation</p> | <p>Skills: # Learn new action songs off by heart</p> <p># Keep the pulse with the leader, a piece of music or song</p> <p># Recognise music that is fast or slow</p> <p># Respond physically to music</p> <p># Echo and copy simple short rhythmic patterns</p> <p># Make short and long sounds</p> <p># Create own short rhythmic patterns using phonic sounds, JSTS symbols and their own notation</p> <p># Choose instruments that make clear contrasting sounds</p> <p># Express likes and dislikes when listening giving simple reasons</p> | <p>Skills: # Play and sing back simple sequences that use high and low notes</p> <p># Recognise high and low sounds in songs and music</p> <p># Find and sort sounds that are high and low</p> <p># Create simple short melodies using high and low sounds</p> <p># When listening, draw a line to show how music changes from high to low</p> <p># Listen to music by different composers and express simple opinions; begin to use musical language to do this</p> <p># Listen for different sounds in musical pieces</p> | <p>Skills: # Begin to control sounds using instruments and use voices expressively</p> <p># Handle and play instruments with care and some control</p> <p># Explore the sounds different beaters can give on different instruments</p> <p># Choose sounds for different feelings,</p> <p># Listen to a range of music and respond as in Spring 1 and 2</p> | <p>Skills: # Sing known songs expressively for an audience</p> <p># Choose and order sounds to tell a story</p> <p># Handle and play instruments with care and some control</p> <p># Create own sequence of sounds and change them in response to feedback</p> <p># Listen to a range of music and respond as in Spring 1 and 2</p> |
| <p>Vocabulary: loud, quiet, long, short, stop, start</p> | <p>Vocabulary: hum, chant, whisper, chorus</p> | <p>Vocabulary: As Autumn plus - fast, slow</p> | <p>Vocabulary: As before plus -</p> | <p>Vocabulary: As before plus – beginning, ending</p> | <p>Vocabulary: As before plus –</p> |

KS1 Music Progression



| Instrument names: drum, triangle, wood block, Phonic letter sounds, pow, whoosh, trring, aargh, pop etc hit, scrape, shake, rattle | T – rehearse, perform Drum Triangle Wood block Pow | JSTS: cat, monkey, nap T- pulse, rhythm, Whoosh Triing Hit Scrape Shake Rattle | high, low, going up, going down Instrument names: chime bars, xylophone, Pitch | Instrument names; tambourine, shaker, boom-whackers, Maraca, beater | getting louder, getting quieter, getting slower, getting faster, Sequence, high, low, expression |
|---|---|--|---|--|--|
| Year 2 | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme: Into the Woods Focus: Classical music | Theme: Winter Christmas production Focus: Charanga Ho Ho Ho | Theme: Great Fire of London Focus: Nursery rhymes and traditional songs | Theme: Africa Focus: Charanga Zootime | Theme: The farm SATs term Focus: Charanga Friendship song | Theme: Castles, knights and dragons Focus: Medieval music |
| NC Reference: 1, 2, 3, 4 | NC Reference: 1, 3 | NC Reference: 1, 3 | NC Reference: 1, 2, 3, 4 | NC Reference: 1, 3, 4 | NC Reference: 1, 3 |
| 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 pictures...which one does the music make you think of?) | 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 | 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 | 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 | 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 | 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 pictures...which one does the music make you think of?) # Listen to a range of music and respond as in Spring 1 and 2 |
| Vocabulary: <u>Consolidate yr 1 vocabulary plus</u> 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: <u>Consolidate yr 1 vocabulary and Autumn plus</u> canon (round), tulip blocks, beater, pitch, high. Low, dynamics, loud, soft shorter, longer, Instrument names | Vocabulary: <u>Consolidate yr 1 vocabulary plus</u> slit drum, compose, glockenspiel, chant, graphic score, tuned, untuned Miam | Vocabulary: <u>Consolidate yr 1 vocabulary plus</u> steps, jumps, slide, beginning, middle, end, guiro, cymbal and glockenspiel | Vocabulary: <u>Consolidate all previous vocabulary plus</u> graphic score, agogo, metallophone, string, percussion |