



Music Progression of Skills 2020-2021

| | Autumn 1 | Autumn 2a (3 WEEKS) Autumn | Autumn 2b (4 WEEKS) Autumn | Spring 1a (4 WEEKS) | Spring 1b (2WEEKS) | Spring 2 | Summer 1 | Summer 2 |
|-------|---|----------------------------------|----------------------------------|------------------------|------------------------------|---------------------|--------------------|-----------------|
| Theme | It's all Magic (Fairy-tale/ Traditional story focus) | Crash! Bang! | Winter Wonderland | Breaking News! | Chinese New Year Festival | Down on the Farm | Climate Change! | When I grow up! |

Whole School

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|-------------------------|--|--|--|---------------------------|---|--------------------------------|--|----------------------|
| Events/ Performances | Grandparents Tea (Yr2) Harvest Festival Singing Assembly EYFS Tanka Tanka Skunk Performance (virtual – post on Dojo) | | Christmas Nativity Y1 Singing Christmas Performances EYFS & Year 2 Possible choir performance? | Grandparents Tea (Yr1) | Yr1 and Yr2 performance linked to Chinese New Year Festival (to other year groups) | Possible choir performance? | Year group assemblies - linked to climate change! Grandparents Tea (YrR) | Year 2 Production |
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EYFS

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|--|---|---|---|--|--|--|
| <p>Area of Music Vocalising and Singing</p> <p><i>3 & 4 Year Olds</i></p> <p><i>Children in Reception</i></p> | <p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> | <p>Create their own songs or improvise a song around one they know.</p> <p>Merges elements of familiar songs with improvised singing.</p> <p>Changes some or all of the words of a song.</p> <p>Remember and sing entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs.</p> | <p>Creates sounds in vocal sound games or stories.</p> | | <p>Sings entire songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Internalises music, e.g. sings songs inside his or her head.</p> | |
| <p>Area of Music Hearing and Listening</p> <p><i>3 & 4 Year Olds</i></p> <p><i>Children in Reception</i></p> | <p>Listen with increased attention to sounds.</p> <p>Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker.</p> | <p>Describes the sound of instruments e.g. scratchy sound, soft sound.</p> <p>Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> | <p>Associates genres of music with characters and stories.</p> <p>Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower</p> | | <p>Distinguishes and describes changes in music and compares pieces of music.</p> <p>Associates genres of music with characters and stories.</p> | |



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| | Use drawing to represent ideas like movement or loud noises. | Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." | | | | | | |
| Area of Music Moving and Dancing 3 & 4 Year Olds Children in Reception | Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. | Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Choreographs his or her own dances to familiar music, individually, in pairs/small groups. | Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences | | | Explore and engage in music making and dance, performing solo or in groups. | | |
| Area of Music Exploring and Playing 3 & 4 Year Olds Children in Reception | Claps or taps to the pulse of the song he or she is singing/listening to Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand | Adds sound effects to stories using instruments. Listens and responds to others in pair/group music making. Play instruments with increasing control to express their feelings and ideas. | Operates equipment such as CD players, MP3 players, handheld devices, keyboards. | | | Leads or is led by other children in their music making, i.e. being a conductor. | | |



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Key Vocabulary

Pulse/beat, rhythm, pitch, structure, dynamics, timbre, texture, tempo, melodic shape, genre, instrument, speed, fast, slow, high, low, long, short, smooth, spiky, pop, classical, names of musical instruments: xylophone, chime bars, claves, wood block, tambour, tambourine, maraca, rain stick, boom whackers, beaters, triangle, bells, cabasa, drum, shaky egg.



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Year 1

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|---------------|---|--|---|--|---|--|--|--|
| Area of Music | <p>Composing - Creating and developing musical ideas</p> <p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low: pitch, loud and quiet: dynamics, fast and slow: tempo, quality of the sounds – smooth, crisp, scratchy, rattling: timbre)</p> | | <p>Performing - Controlling sounds through singing and playing</p> <p>Take part in singing with increased confidence and control of pitch and rhythm.</p> <p>Follow instructions on how and when to sing/play an instrument with increased accuracy.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> | | <p>Listening and applying knowledge and understanding</p> <p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference.</p> <p>Use the voice in different ways to create different effects.</p> | | <p>Appraising - Responding and reviewing</p> <p>Hear the pulse in music.</p> <p>Hear different moods in music. Identify texture – one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p> | |
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| | Be able to contribute to a class composition. | | Imitate changes in pitch (high and low). Begin to follow pitch movements with hands using high/middle/low. | | | | | |
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Year 2

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| Area of Geography | <p>Appraising - Responding and reviewing</p> <p>Identify the pulse in music and recognise changing speeds.</p> <p>Recognise changes in timbre (sound quality: smooth, crisp, scratchy, rattling, tinkling etc., dynamics: loud and quiet, tempo: fast and slow, pitch: high and low.)</p> <p>Start to recognise different instruments.</p> <p>Make interesting observations about</p> | | <p>Performing - Controlling sounds through singing and playing</p> <p>Sing songs in an ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding when to breathe and how to use the voice expressively.</p> <p>Begin to sing in different languages.</p> | | <p>Listening and applying knowledge and understanding</p> <p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> | | <p>Composing - Creating and developing musical ideas</p> <p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure – beginning/ending).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds (rhythmic patterns (duration)</p> | |
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| | music that has been listened to. | | <p>Perform in an ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> <p>Follow pitch movements with increased confidence.</p> | | <p>Start to look at basic formal notation – play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/different cultures).</p> | | <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with 2 or 3 notes.</p> | |
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