



Music Progression of Pitch



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Vocabulary introduced and revisited throughout the year: rhyme, song, pattern, slow, fast, instrument						
EYFS	To listen and show increasing attention to sound, song, and rhyme Able to recall traditional rhymes such as Humpty dumpty, Twinkle, Twinkle and Ba ba black sheep To join in and finish traditional Nursery Rhymes e.g. Humpty dumpty sat on a wall	Watch and talk about musical pieces e.g., watch an orchestra play and discuss thoughts and feelings in response to this Learn a repertoire of songs in full (Nativity songs) singing as a chorus and in time	Listen and respond to music sharing thoughts and opinions Children move in time with music e.g. moving quickly when they hear the tempo of the music increase	Create own songs based on melodies learnt e.g., own version of Twinkle, Twinkle	To play an instrument with increasing control e.g., a drum of tambourine – beating or shaking along to a tune	To clap in beat to a known tune To play an instrument in time with a known melody e.g., beat a drum to 1,2,3,4,5 Once I Caught a Fish Alive
Charanga songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes	Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat	Big Bear Funk The Wheels on The Bus The Hokey Cokey	(Reflect, Rewind & Replay) Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
ELG:	<p>Early Learning Goals (ELG) End of year expectations:</p> <ul style="list-style-type: none"> -Expressive Arts and Design- Being Imaginative and Expressive -Children at the expected level of development will: -Invent, adapt, and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs -Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music 					

	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Vocabulary	Pulse, rhythm, pitch (high/low), tempo, melody, dynamics, pulse, compose, perform, audience, tuned, untuned, improvise	Texture, rhythm, verse, chorus, hook, texture, vocals, riff, pentatonic scale, notation	Tune, note names, harmony, timbre, structure, dimensions of music
Listen and Appraise	<p>Knowledge</p> <ul style="list-style-type: none"> - Know 5 songs off by heart. - Know what the songs are about. - Know and recognise the sound and names of some of the instruments they use. - Know that some songs have a chorus or a response/answer part. - Know that songs have a musical style <p>Skills</p> <ul style="list-style-type: none"> - Enjoy moving to music by dancing, marching, being animals or pop stars - Learn how songs can tell a story or describe an idea. 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know 5 songs from memory and who sang them or wrote them. - Know the style of 5 songs. - Identify a song's lyrics: What the song is about - Identify any musical dimensions featured in a song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of a song (introduction, verse, chorus etc.) - Identify some of the instruments they hear in a song <p>Skills</p> <ul style="list-style-type: none"> - Confidently identify and move to the pulse. - Consider what the words of a song mean. - Discuss in turns how music makes them feel. - Listen carefully and respectfully to other people's thoughts about music. - Begin to use musical vocabulary when discussing music. 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? - Know the style of the five songs and to name other songs from the Units in those styles. - Know some of the style indicators of the songs (musical characteristics that give the songs their style) - Identify the historical context of the songs. What else was going on at the time? <p>Skills</p> <ul style="list-style-type: none"> - Identify and move to the pulse with ease. - Identify and discuss the message of songs. - Compare two songs in the same style, talking about what stands out musically in each of them - Compare similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - Use musical vocabulary when discussing music. - Talk about the music and how it makes you feel, using musical language to describe the music.
7 elements of music	<p>Knowledge</p> <ul style="list-style-type: none"> - Know music has a steady beat, like a heartbeat. - Know that we can create rhythms from words, our names, favourite colours and animals - Know that rhythm is different from the steady pulse. - Know that there are high and low sounds (pitch) when we sing and play our instruments - Begin to understand that the speed of a beat can change, creating a faster or slower pace <p>Skills</p> <ul style="list-style-type: none"> - Find the pulse - Listen and copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. - Create rhythms for others to copy. 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know how to find and demonstrate the pulse - Know the difference between pulse and rhythm. - Know how pulse, rhythm and pitch work together to create a song. - Know that every piece of music has a pulse/steady beat. - Know how to create ideas for the group to copy or respond to. - Know the difference between a musical question and an answer. - Know that tempo is the speed of the pulse - Understand that texture can be described using 'thin' and 'thick' <p>Skills</p> <ul style="list-style-type: none"> - Find the Pulse - Clap and say back rhythms with or without notation - Using up to two notes, copy or play back rhythms on instruments with or without notation. 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. - Know how to keep the internal pulse - Know that rhythm is how we organise different lengths of sounds - Know that structure is the order that different sections of a song or piece of music are played in - Know that timbre is the quality of sound that makes a voice or instrument unique <p>Skills</p> <ul style="list-style-type: none"> - Copy back rhythms based on the words of a song, that include syncopation/off beat - Compare timbre of instruments playing - Lead the class by inventing rhythms for others to copy back.

	<ul style="list-style-type: none"> -Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat -Dynamics: identify loud and quiet sounds -Identify a fast or slow tempo -Recognise changes in tempo 	<ul style="list-style-type: none"> - Using up to two notes, create a simple rhythm pattern with or without notation. -Identify high and low sounds (pitch) -Use a dot notation to show a higher pitch -Identify tempo as fast, slow or steady -Discuss musical dimensions working together in songs e.g., if the song gets louder in the chorus (dynamics). 	
Singing	<p>Knowledge</p> <ul style="list-style-type: none"> - Know that unison is everyone singing at the same time. -Know that songs include other ways of using the voice e.g. rapping (spoken word). -Know why we need to warm up our voices. <p>Skills</p> <ul style="list-style-type: none"> - Experiment singing notes of different pitches (high and low). -Explore making different types of sounds with their voices – you can rap or say words in rhythm. -Follow a leader to know when to start and stop singing -Find a comfortable singing position 	<p>Knowledge</p> <ul style="list-style-type: none"> -Know singing in a group can be called a choir. - Know the leader or conductor is a person who the choir or group follow. -Understand songs can make you feel different things e.g. happy, energetic or sad. -Know singing as part of an ensemble or large group is fun, but that you must listen to each other. - Know why you must warm up your voice. -Know that a solo singer makes a thinner texture than a large group. <p>Skills</p> <ul style="list-style-type: none"> -Sing in unison and in simple two-parts. -Demonstrate a good singing posture. -Follow a leader when singing. -Exploring singing solo. -Sing with awareness of being 'in tune'. -Be aware of the pulse internally when singing -To re-join the song if lost. -To listen to the group when singing 	<p>Knowledge</p> <ul style="list-style-type: none"> -Know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. -Identify a song's main features -Identify singing in unison, the solo, lead vocal, backing vocals or rapping in a song. -Know what the song is about and the meaning of the lyrics. -Know and explain the importance of warming up your voice <p>Skills</p> <ul style="list-style-type: none"> -Sing in unison and to sing backing vocals. -Enjoy exploring singing solo. -Experience rapping and solo singing. -Listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'.
Improvisation / Composition	<p>Knowledge</p> <ul style="list-style-type: none"> - Know that you can improvise on more than one note (up to two notes). <p>Skills</p> <ul style="list-style-type: none"> -Listen and clap your own answer (rhythms of words). — -Listen and sing/play back your own answer using one or two notes. -Improvise using one or two notes 	<p>Knowledge</p> <ul style="list-style-type: none"> -Know improvisation is making up your own tunes on the spot -Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -Know a composition is music that is created by you and kept in some way. -Know that you can use riffs from other songs in your own improvisations. <p>Skills</p> <ul style="list-style-type: none"> -Take it in turns to improvise using up to three notes on an instrument. -Help create at least one simple melody using one, three or five different notes. -Plan and create a section of music that can be performed within the context of the unit song. -Talk about how it was created. -Listen to, 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). 	<p>Knowledge</p> <ul style="list-style-type: none"> -Know that you can use some of the riffs and licks you have learnt elsewhere in your improvisations. -Know three well-known improvising musicians -Play a musical instrument with the correct technique within a given context. -Know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure <p>Skills</p> <ul style="list-style-type: none"> -Copy back using instruments using up to three notes. -Use question and answer on an instrument using up to three notes (starting on G). -Improvise on up to any three given notes. -Listen to, reflect upon the developing composition, and make musical decisions about how the melody connects with the song. -Begin to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).

<p>Composition</p>			<p>Knowledge -Recognise the connection between sound and symbol</p> <p>Skills -Compose simple melodies using up to five different notes and simple rhythms that work musically within a given style. -Explain the keynote or home note and the structure of the melody.</p>
<p>Perform</p>	<p>Knowledge -Know that a performance can be a special occasion and involve a class, a year group or a whole school - Know an audience can include your parents and friends</p> <p>Skills - Choose a song they have learnt and perform it. -Play the part in time with the steady pulse. -Treat instruments carefully and with respect. -Play a tuned instrumental part with the song they perform. - Listen to and follow musical instructions from a leader. -Add their ideas to a performance. -Record a performance and say how they were feeling about it</p>	<p>Knowledge - Know a performance can be to one person or to each other. -Know everything for a performance needs to have been planned and learned. -Know you must sing or rap the words clearly and play with confidence. -Know a performance is planned and different for each occasion. -Know a performance involves communicating feelings, thoughts and ideas about the song/music -Know the instruments used in class (e.g. a glockenspiel) -Know other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Skills -Choose what to perform and create a programme. -Discuss the best place to be when performing and how to stand or sit. -Record performances and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Knowledge -Know a performance can be to one person or to each other. -Know everything for a performance needs to have been planned and learned. -Know you must sing or rap the words clearly and play with confidence. -Know a performance can be a special occasion and involve an audience including people you don't know. -Know a performance is planned and different for each occasion. -Know a performance involves communicating feelings, thoughts and ideas about the song/music</p> <p>Skills -To perform, with confidence, from memory -To record the performance and compare it to a previous performance. -To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” -To discuss and respond to feedback and how future performances might be different</p>