

East Preston Infant School

Music Progression Overview



Intent:

At East Preston Infant School, we aim for our children to become expressive, creative and passionate musicians. Through being exposed to different types of music, genres, composers, styles of music, we want our children to develop a lifelong love of music.

Implementation:

Our children will be engaged in a wealth of music making activities including singing, performing, composing and listening, in order to become confident musicians. This will be achieved through three aspects of the music curriculum: Singing and Moving; Musicianship; Listening, Composing and Performing

Our music curriculum follows the Kodaly approach which uses the voice as the central instrument and singing as the basic means of working with young children. All children have regular music lessons using 'Jolly Music' as our base scheme. In addition to the weekly lesson, there are also opportunities to use their voices expressively and creatively throughout the day. The whole school sing together in our weekly singing assembly and regular opportunities are available for all children to perform to an audience.

Wider opportunities to develop musical abilities are available such as joining the school choir and participation in the West Sussex Little Big Sing. All children also have the option of individual tuition covering a range of musical instruments. Our Year 2 children take part in the GetIn2Music West Sussex programme where they begin to learn an instrument.

Intended Impact:

Through our Music curriculum, the children will:

- be engaged in a wide range of musical activities - they sing and play instruments with enthusiasm and are proud of their achievements
- be able to apply their musical skills across the curriculum in a range of learning environments
- have the opportunity to share their skills and perform to an audience
- have the opportunity to learn a musical instrument, create expressive musical compositions and develop a sense of enjoyment for music-making
- develop a lifelong love of music

	Singing and Moving	Musicianship	Listening/Composing/Performing
Reception ELG (EAD)	Sing tunefully and with enjoyment simple songs Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing as a part of a group and as an individual Sing a range of well-known nursery rhymes and songs	Begin to keep a pulse using upper body movements Experiment with different ways of using their voice, e.g. speaking, singing, whispering and chanting Listen to a variety of music and begin to describe the sounds, e.g. loud, quiet, fast, slow, high, low	Listen attentively, move to and talk about music, expressing their feelings and responses. Know the sounds of everyday objects Improvise actions that follow the pulse of the song
Emerging ELG	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Experiment with making sounds with their bodies Move in time to music Perform a simple rhythm Know if pitch is moving up or down Play untuned instruments with the pulse	Explore and engage in music making, performing solo or in groups. Make sound on a variety of untuned instruments Listen attentively and respond to what they hear

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Reception Key Vocabulary	nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring, off we go, thinking voice, speaking voice, singing voice, whispering voice				
Year One	Singing and Moving	Musicianship	Performing	Listening	Composing
	<p>Sing in tune within a group</p> <p>Sing in time within a group</p> <p>Maintain pitch when singing</p> <p>Use their voice creatively and expressively</p>	<p>Pulse/Tempo Find/move to the pulse as they are listening to a range of songs and understand that it is the heartbeat of the music</p> <p>Pitch/Timbre Distinguish between a high sound and a low sound</p> <p>Identify highest, lowest and middle pitch in a 3 pitch song</p> <p>Identify when pitch is changing or staying the same</p> <p>Rhythm Follow a pulse in 4/4</p> <p>Identify the same rhythm in different songs</p> <p>Clap a rhythm to a steady pulse</p> <p>Copy a rhythm they hear</p> <p>Differentiate between pulse and rhythm</p> <p>Dynamics Identify silence in music</p>	<p>Understand the need for silence before and after a performance</p> <p>Use their voice creatively and expressively</p> <p>Respond creatively to music through movement and voice</p> <p>Play tuned and untuned instruments musically</p>	<p>Listen with concentration and understanding</p> <p>Maintain focus on the performer throughout a performance</p> <p>Identify a song that is being hummed</p> <p>Recognise and name two instruments they hear</p> <p>Listen to a broad range of music and say how it makes them feel</p>	<p>Improvise words to a rhyme</p> <p>Notate pitch</p> <p>Experiment with, create and combine sounds using inter-related dimensions of music</p> <p>Improvise movements to the music</p> <p>Make up the ending to a so mi song</p>
Year One Key Vocabulary	<p>Build upon Reception vocabulary</p> <p>chants, mi-so, call and response, question and answer, sequence, rhythm pattern, pitch pattern, tempo, body percussion, percussion instruments, tuned instruments, silence</p>				

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Year Two	Singing and Moving	Musicianship	Play instrumental parts	Performing	Listening	Composing
	<p>Know that so is a high sound and mi is a lower sound and la is slightly higher than so and respond to hand signs when singing</p> <p>Sing a pattern/tune from a simple pictorial notation</p> <p>Perform ta and titi combinations</p> <p>Sing two so mi la songs at the same time in a group</p> <p>Sing with increasing use of good vocal technique and enhance their singing using a wider range of notes, dynamics and tempo within a scale</p>	<p>Pulse Keep a pulse in different time signatures</p> <p>Perform a pulse ostinato in a group</p> <p>Rhythm Create rhythms spontaneously in time to a pulse</p> <p>Listen to a rhythm and identify the written notation</p> <p>Follow a notated rhythm of crotchets and quavers</p> <p>Read, write, perform and recognise ta ti ti combinations and their symbolic representation</p>	<p>Perform rhythms accurately to a pulse using an instrument</p> <p>Use different techniques to produce different sounds using an instrument</p> <p>Perform as part of a section within an ensemble</p> <p>Perform familiar Kodaly songs using pitched instruments</p>	<p>Play tuned instruments musically</p> <p>Use their voices creatively and expressively</p> <p>Perform music at different tempos with control</p> <p>Respond to musical cues from a teacher</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Recognise a small range of instruments and specific techniques</p> <p>Recognise changes in music and show this through movement</p> <p>Explain what a good audience would do and demonstrate this when listening</p> <p>Use informal language to describe music and explain why, focusing on the musical elements</p>	<p>Compose music to a story using a range of tuned and untuned instruments</p> <p>Experiment with, create and combine sounds using the inter-related dimensions of music</p> <p>Compose using so mi and ta titi and choose notes to accompany the words</p> <p>Use the notes of the keyboard to create a melody for a known/familiar rhyme</p> <p>Use different endings to phrases and adapt movements</p> <p>Improvise using an instrument with increasing confidence and control</p>

Year Two Key Vocabulary	<p>Build upon Year 1 vocabulary</p> <p>Ta, ti, ti, So, mi, la, reverse tune, rest, improvise, phrase, untuned/tuned percussion, rhythm patterns, rhythm sticks, rhythm card, stick notation, composing, technique, ostinato, ensemble</p>
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National Curriculum

The National Curriculum for Music aims to ensure that all pupils:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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

Assessment

Teachers will observe children’s musical knowledge and skills throughout lessons and make ongoing assessment against the learning criteria. Specific assessments against identified endpoints take place during each half term

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