

MUSIC PROGRESSION

Taught using resources Music Express, Sing Up, Charanga

Children are given Opportunities to perform in and out of school (Community)

Singing assemblies take place each week

STRANDS	EYFS	YEAR ONE	YEAR TWO
Singing	<p>Know the difference between song & speaking, Speak and chant short phrases together Know some songs e.g. nursery rhymes Create own songs, changing words and tunes, Start to develop pitch adding chosen effects to a song Sing songs on their own Change voice to match mood Respond to classroom songs –tidy up, line up etc. Respond to a sign to show quiet/louder etc. Understand ‘start’ and ‘stop’</p>	<p>Sing songs to a steady beat performing actions showing co-ordination e.g. oh the Grand ole Duke of York Show increase control in the voice Sing songs expressively and explain using musical terms of Tempo and Dynamics Sing in echo and in response to someone, sing with questions Follow signals to start and stop</p>	<p>Sing a variety of songs with clarity of words and correct breathing, using different musical elements-dynamics (loud/quiet), Tempo (speed) duration (long/short). Pitch Follow a leader –stopping and starting together</p>
Knowledge of and playing of instruments	<p>Know instruments have names and name some percussion instruments - triangle, drum, tambourine Know instruments are tuned/untuned Know that instruments can be played in different ways-shaken, tapped, loud, fast, slow, quiet Understand what ‘beat is play on an instrument Copy a simple pattern(rhythm) on an instrument</p>	<p>Name tuned and untuned instruments Begin to recognise names of percussion instruments by the sounds they make Know what an orchestra is Play an instrument to a steady beat Play a single ‘drone’ continuous pitched note to a song Begin to understand how instruments can be played musically Learn to Play a simple tune on the Ocarina Create own simple rhythmic pattern on an instrument and play ‘Ostinato’ (repeated rhythm alongside a song. Select own instruments to reflect moods-tired, happy, etc.</p>	<p>Learn parts of a tuned instrument (Ukulele) and how to play with control with beat and rhythm alongside a song Know the difference between some brass, string and percussion instruments and name some Know what instruments are being played in a piece of music - Magic Flute, etc.</p>

<p>Listening</p>	<p>Know that Music has a purpose Be able to express what they hear, physically or verbally ~ move to rhythm or beat on own Respond to a symbol/sign/word Describe whether music is fast, slow,</p>	<p>Know where Music can be played-weddings, rock concerts, on the radio Listen to Music and respond to it-I like it because, it makes me feel????</p>	<p>Listen to artist's male/female, past/present including famous Composers - Mozart, Beethoven, Bach Recognise change in dynamic & tempo in a piece of music Know that mood can be portrayed through Music and begin to describe this-The music is slow because something sad is happening-</p>
<p>Composing</p>	<p>Know that a symbol /sign means something in music Play chosen instruments, body and percussion and to a sign shown alongside Music in a way they enjoy-composing their own expression</p>	<p>Sequence given symbols to make a 'score'</p>	<p>Compose a piece of music – long/short, changes in tempo, dynamics in a small group – using their own a graphic score, show a beginning, middle and end and perform it Being to use music terminology when discussing their work</p>