

Key

Progression of skills covered within music curriculum and planning

	Reception	Yr 1	Yr 2
Autumn 1	<p>Singing and listening to music Adding sound effects to stories Body percussion Tempo and beat</p> <p>Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds. Express feelings about music by responding to different moods of a musical piece. Listen to music and respond using hand and whole-body movements.</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music- to link with topic where possible.</p> <p>Pulse and Dynamics- Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music. Create a sequence of long and short sounds, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc).</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music- to link with topic where possible.</p> <p>Pulse and Dynamics- Experiment with, create, select and combine sounds using the interrelated dimensions of music. Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Create musical patterns. Perform simple patterns and accompaniments keeping to a steady pulse Understand and notice how music can be used to create different moods and effects and to communicate ideas.</p>
Autumn 2	<p>Choose different instruments, including voice and body percussion, to create sound effects.</p>	<p>Christmas songs- use voices expressively and creatively to perform to an audience.</p> <p>Play tuned instruments musically- Chime Bars</p> <p>Visit from live performance (pantomime).</p> <p>Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, and high and low pitch to create different effects. Find out how to sing with expression, confidence and creativity to an audience. Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Understand how to play an instrument with care and attention.</p>	<p>Christmas songs- use voices expressively and creatively by singing songs and speaking chants and rhymes.- sing with a sense shape of melody....</p> <p>Play untuned instruments- percussion</p> <p>Sing with a sense of the shape of a melody. Improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect. Control playing a musical instrument so that they sound as they should</p>

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<p>Spring 1</p>	<p>Exploring tuned instruments (chime bars) Creating own songs Children use simple notation to read and write own music (pictures and symbols). Dynamic Pitch Tempo and beat</p> <p>Spring 1- chime bars Spring 2- Percussion</p> <p>Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.</p>	<p>Play untuned instruments - percussion Notation- play sounds linking shapes and pictures. Pitch and tempo-Experiment with, create, select and combine sounds using the interrelated dimensions of music. Reflect on music= how does it make you feel. Choose sounds to represent different feelings and moods.</p> <p>Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Understand how to play an instrument with care and attention. Learn to play sounds linking with symbols such as pictures and shapes. Investigate making sounds that are very different (loud and quiet, high and low etc). Explore own ideas and change as desired. Reflect on music and say how it makes people feel, act and move.</p>	<p>Play tuned- Recorders Pitch and tempo-Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Recognise and explore how sounds can be organised with reference to a minim, crotchet and quaver note values.</p> <p>Create different moods.</p> <p>Control playing a musical instrument so that they sound as they should Perform simple patterns and accompaniments keeping to a steady pulse. Listen and understand how to improve own composition. Represent sounds with symbols such as shapes, pictures and notes Recognise and explore how sounds can be organised with reference to minim, crotchet and quaver note values.</p>
<p>Spring 2</p>		<p>Animal Songs- use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music- Musicals/operas/classical</p> <p>Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, and high and low pitch to create different effects. Find out how to sing with expression, confidence and creativity to an audience. Respond to different composers and discuss different genres of music</p>	<p>Animal Songs- use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Use voices to make sounds.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music- Musicals/operas/classical</p> <p>Improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect. Understand and notice how music can be used to create different moods and effects and to communicate ideas. Sort composers into different genres and instruments into different types.</p>

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<p>Summer 1</p>	<p>Children to experiment and investigate creating sounds with different materials (sound effects created with traditional stories and tales). Listen to different music and sounds (animal noises, water etc) and children are to respond with voice and materials.</p> <p>Investigate a variety of ways to create sound with different materials. Listen to different sounds (animal noises, water etc) and respond with voice and movement.</p>	<p>Historical songs- use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music- Historical music</p> <p>Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, and high and low pitch to create different effects. Find out how to sing with expression, confidence and creativity to an audience. Respond to different composers and discuss different genres of music</p>	<p>Historical songs- use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music- Historical music</p> <p>To listen to and identify different genres and instruments into different types.</p> <p>Understand and notice how music can be used to create different moods and effects and to communicate ideas. Sort composers into different genres and instruments into different types.</p>
<p>Summer 2</p>		<p>Recorders- Play tuned and untuned instruments Rhythm timbre and texture- Experiment with, create, select and combine sounds using the interrelated dimensions of music. Composition including long and short sounds, clapping rhythms, loud and quiet, high and low.</p> <p>Create a sequence of long and short sounds, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc). Explore own ideas and change as desired. Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Understand how to play an instrument with care and attention.</p>	<p>Rhythm timbre and texture- Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Composition including long and short sounds, clapping rhythms, loud and quiet, high and low.</p> <p>Order sounds into a beginning, middle and end when composing a musical piece. Investigate and create musical patterns such as long and short sounds, pitch, beat and pulse. Choose carefully and order sounds into a beginning, middle and end. Use sounds to create an effect. Create musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea. Perform simple patterns and accompaniments keeping to a steady pulse. Control playing a musical instrument so that they sound as they should.</p>