

GALLEY COMMON INFANT SCHOOL PROGRESSION OF SKILLS : MUSIC

INTENT

Music has the power to change lives, improve wellbeing, raise self-esteem, develop self-discipline, build teamwork and add fun and enjoyment to everyone.

Music is a unique way of communicating that can inspire and motivate children. This links directly to our school aim to provide an enjoyable curriculum where children can think creatively. Music is a vehicle for personal expression and creativity and it can play an important part in the personal development of children. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. This links with our school aims of developing children's values and beliefs of their own and other cultures. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The overall aims of music teaching are to encourage creativity, expression and communication so that all children can develop confidence through successful engagement with music.

At Key Stage 1 specifically, we aim to enable children to:

perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

At Foundation Stage specifically we aim to enable children to:

begin to move rhythmically

imitate movement in response to music

tap out simple repeated phrases

explore and learn how sounds can be changed

begin to build a repertoire of songs and dances

explore the different sounds of instruments

| YEAR | 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. |
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| R | 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. | 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. | Express feelings about music by responding to different moods of a musical piece. Listen to music and respond using hand and whole body movements. Listen to different sounds (animal noises, water etc) and respond with voice and movement. | Choose different instruments, including voice and body percussion, to create sound effects. Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat. |
| 1 | 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. Learn to play sounds linking with symbols such as pictures and shapes. Understand how to play an instrument with care and attention. | Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). 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). Explore own ideas and change as desired. |
| 2 | Sing with a sense of the shape of a melody. Represent sounds with symbols such as shapes, pictures and notes. Improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect. | Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised with reference to minim, crotchet and quaver note values. Control playing a musical instrument so that they sound as they should. | Understand and notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers into different genres and instruments into different types. | 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. |