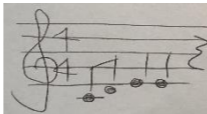

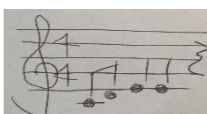

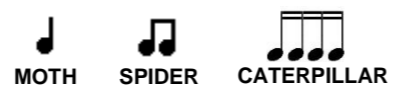



MUSIC: Knowledge, Skills and Understanding Progression Grid

	Reception	Year 1	Year 2
Singing	<ul style="list-style-type: none"> Begin to understand warming up their voices and establishing a good singing position (developing basic posture with relaxed shoulders) Sing a range of well-known nursery rhymes and songs (see Appendix A for Reception examples) Sing along on their own or in a small, increasingly matching the pitch and showing an awareness of the melody Remember and sing entire songs (i.e. simple nursery rhymes and counting songs) Stop and start following their 'conductor' with increasing accuracy <p>Song List – Reception My School Cola Song Rock Vox Deep Deep</p>	<ul style="list-style-type: none"> Understand how to warm up their voices Establish a good singing position (developing basic posture with relaxed shoulders) Begin to understand working together as part of a group when singing Use voices in different ways, such as singing simple songs, chants and rhymes from memory (see Appendix A for Y1 examples) Sing a wide range of call and response songs to control vocal pitch and match the pitch they hear with accuracy Match the pitch and follow the melody with increasing confidence and accuracy when singing Stop and start following their 'conductor' with increasing accuracy, responding to simple visual directions <p>Song List - Year 1: Three Little Birds Shosholoza Rain Forest Africa Song You Are My Sunshine</p>	<ul style="list-style-type: none"> Suggest ways to warm up their voices, based on their prior experiences Establish a good singing position (posture and breathing) Further develop working together as a group, developing confidence to sing alone in front of others Sing songs and chants, including substituting actions for words (see Appendix A for Y2 examples) Sing songs with a pitch range of do-so with increasing vocal control Sing songs with a small pitch range (e.g. Rain, Rain, Go Away), pitching accurately Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) Demonstrate understanding of dynamics and tempo when singing by responding to the teacher's (conductor's) direction and visual symbols Stop and start following their 'conductor' as appropriate, responding to simple visual directions <p>Song List – Year 2 Amen Down By The Riverside We Shall Not Be Moved When the Saints Gospel Medley Search For The Hero Blinded By Your Grace</p>
Playing instruments: tuned /untuned	<ul style="list-style-type: none"> Copy and clap short rhythmic patterns Copy and repeat holding notes and stopping on direction Create sounds with different instruments Practise copying sounds (voices and instruments) to improve accuracy and confidence Play tuned instruments with a low degree of technical difficulty (e.g. Caribbean Steel Drums) using colours to differentiate between notes. Follow the teacher's (conductor's) signs and verbal prompts when playing (colours may be used instead of letter names/sounds) Talk about what they hear and the sounds they make Stop and start following their 'conductor' as appropriate Follow basic rules and instructions to ensure the instruments are well looked after 	<ul style="list-style-type: none"> Clap rhythmic patterns with increasing independence Copy and repeat holding notes and stopping on direction (increasing in complexity) Create sounds with different instruments Talk about the different sounds percussion instruments make Practise (copy and repeat) and rehearse with a performance in mind Play instruments with increasing control Follow the teacher's (conductor's) signs and verbal prompts when playing (colours may be used instead of letter names/sounds) Listen carefully to the sounds instruments make and talk about what they notice Play simple tunes on a range of instruments at the same time whilst following direction and adding loud and soft sections Stop and start following their 'conductor' as appropriate Follow rules and instructions to look after the instruments (resting position, playing position both standing/sitting) 	<ul style="list-style-type: none"> Clap rhythmic patterns and make up some of their own Copy and repeat holding notes and stopping on direction (increasing in complexity) Create sounds with different instruments Play instruments with increasing control Copy and repeat, practising holding notes and stopping on direction (the range of notes will be widened to include a basic harmony) Respond to the teacher's (conductor's) signs and verbal prompts when playing Identify an instrument by listening carefully Discuss the sounds produced by different percussion instruments and explain preferences Stop and start following their 'conductor' as appropriate Know how to take care of instruments (resting position, playing position both standing/sitting)
Listening	<ul style="list-style-type: none"> Listen with increased attention to sounds Listen to music from different celebrations e.g. birthdays, weddings, parties, other celebrations, such as Eid, Holi Listen attentively, move to and talk about music, expressing their feelings and responses Respond to what they have heard, expressing their thoughts and feelings <p>Composers/Artists list - Reception Pachelbel – Canon in D Major Johann Sebastian Bach - Sheep May Safely Graze Beethoven – Ninth Symphony Beatles – Nowhere Man</p>	<ul style="list-style-type: none"> Listen attentively to a range of recorded and live music, moving in accordance with the mood of the piece (freedom to interpret individually is encouraged) Talk about how the music makes them feel and express their opinions about different musical pieces Understand what makes a good performance and make thoughtful <p>Composers/Artists list – Year 1 Mozart – Eine Kleine Nachtmusik Johann Sebastian Bach – Air on a G String Sergei Prokofiev – Lieutenant Kije Queen – I Want To Break Free</p>	<ul style="list-style-type: none"> Listen attentively to a range of recorded and live music, responding through expression, movement and dance Watch a recording of a musical performance and offer thoughtful and considered feedback, relating to what they know about tempo, pitch and rhythm <p>Composers/Artists list – Year 2 J S Bach – Jesu, Joy of Man's Desiring Dvorak – New World Symphony Tchaikovsky – Swan Lake Robbie Williams - Millennium</p>

	Reception	Year 1	Year 2
Composing	<ul style="list-style-type: none"> Experiment with sounds and begin to create pattern Explore, choose and organise sounds and musical ideas with sound Explore and create simple musical sounds with voices and instruments To recognise that sounds can be sorted To identify and sort sounds using simple criteria: loud, quiet Use percussion instruments to create patterns, sounds and combinations in small groups and as a whole class (directed) Follow hand gestures and actions that represent sounds 	<ul style="list-style-type: none"> Make different sounds with their voices and instruments Identify changes in sound Repeat short rhythmic and melodic patterns with increasing accuracy Create musical sound effects and short sequences of sound in response to stimuli (i.e. a woodland walk, a windy day, a journey) Recognise how graphic notation can represent created sounds introduced, for example:   Use percussion instruments to create patterns, sounds and combinations in small groups and as a whole class (directed) Use Glockenspiels (and similar tuned percussion instruments) to explore patterns, both rhythmic and melodic 	<ul style="list-style-type: none"> Make different sounds with their voices and instruments Identify changes in sounds Repeat short rhythmic and melodic patterns Recognise how graphic notation can represent created sounds introduced, for example:   Use Glockenspiels (and similar tuned percussion instruments) to explore patterns both rhythmic and melodic Compose their own patterns to be copied or improvised, individually and in group composition Practise being an “orchestra” (some remain silent and others play, or children play different parts) and discuss the overall effect
Performance	<ul style="list-style-type: none"> Perform songs, with others, with developing confidence and – when appropriate – try to move in time with music Present what they have learnt to other people Practise starting and ending together Begin to understand what makes a good performance Copy, repeat and practise, preparing for a performance 	<ul style="list-style-type: none"> Sing and chant songs in unison Present what they have learnt to other people with some awareness of an audience (songs and instruments) Follow the music teacher’s (conductor’s) signs when performing as a group Recognise visual signs for start, stop Practise and understand the importance of starting and ending together Recognise what makes a good performance and begin to comment on their musical performance as an ensemble 	<ul style="list-style-type: none"> Sing and chant in unison, developing an awareness of diction when singing Practise, rehearse and present performances with an awareness of an audience Remember and explain the importance of starting and ending together Recognise what makes a good performance and offer feedback on the group performance, drawing on their growing knowledge of pulse/best, rhythm, pitch and tempo
Musicianship	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Walk, move or clap to a steady beat with increasing confidence Play repeated patterns using body percussion Copy and respond to the pulse in recorded or live music through movement <p>Rhythm</p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns with increasing confidence and accuracy, led by the teacher Perform short repeating rhythm patterns, developing awareness of a steady beat <p>Pitch</p> <ul style="list-style-type: none"> Listen carefully to sounds in the local school environment and identify what has made them Sing familiar songs Explore percussion sounds to represent experiences or stories 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes Play repeated rhythm patterns using body percussion and classroom percussion Play short, pitched patterns on tuned instruments (glockenspiels) to maintain a steady beat Respond to the pulse in recorded or live music through movement or dance <p>Rhythm</p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat Perform word-pattern chants <p>  MOTH SPIDER CATERPILLAR </p> <p>Pitch</p> <ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds Sing familiar songs in both low and high voices and talk about the difference in sound Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk / quiet sounds created on a rainstick or shakers to depict a shower / regular strong beats played on a drum to replicate menacing footsteps 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo Walk or clap in time to the beat of a piece of music or song Know the difference between left and right to support coordination and shared movement with others Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to <p>Rhythm</p> <ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Perform word-pattern chants <p>  MOTH SPIDER CATERPILLAR </p> <ul style="list-style-type: none"> Read and respond to chanted rhythm patterns, and begin to represent them with stick notation including crotchets, quavers and crotchets rests Create and perform their own chanted rhythm patterns <p>Pitch</p> <ul style="list-style-type: none"> Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low)