

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 four aspects of the music curriculum: Singing, Listening, Composing and Performing/Instrumental Performance.

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, with the addition of Music Express in Key Stage 1 to support aspects of composition and improvisation. 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 (pulse, beat, rhythm and pitch)	Listening/Improvising/Composing		
Reception ELG (EAD)	Sing tunefully and with enjoyment simple songs with so – mi	Begin to keep a beat using upper body movements	Listen to a variety of music and begin to describe the sounds, e.g. loud, quiet, fast, slow, high, low, and express how the music makes them feel		
Emerging ELG	Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Experiment with different ways of using their voice, e.g. speaking, singing, whispering and chanting Experiment with making sounds with their bodies Play untuned instruments with the beat	Listen attentively and respond to what they hear		
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, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring, off we go, thinking voice				
Year One	Singing	Musicianship (pulse, beat, rhythm and pitch)	Performing and Sharing	Listening	Composing and Improvising

East Preston Infant School

Music Progression Overview



	<p>Sing So mi interval accurately</p> <p>Tune to the same pitch as the rest of the group</p> <p>Sing in time with a group</p> <p>Know that so is a high sound and mi is a lower sound and</p> <p>Read so and mi from a simplified stave</p> <p>Perform ta and titi combinations</p> <p>Sing two so mi songs at the same time in a group</p> <p>Sing with increasing use of good vocal technique and use the interrelated dimensions of music to enhance their singing</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>Maintain focus on the performer throughout a performance</p> <p>Demonstrate appreciation for what they are seeing and hearing – say how it makes them feel</p> <p>Demonstrate good listening skills</p> <p>Understand the need for silence before and after a performance</p>	<p>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>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>Compose using so mi and ta titi and choose notes to accompany the words</p> <p>Use the black notes of the keyboard to create a melody for a known/familiar rhyme</p> <p>Improvise movements to the music with different endings to the phrase and actions</p> <p>Create rhythms spontaneously in time to a pulse</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</p>					
Year Two	Singing	Musicianship (pulse, beat, rhythm and pitch)	Play instrumental parts	Performing and Sharing	Listening	Composing and Improvising
	<p>Sing so mi la intervals accurately</p> <p>Tune to the same pitch as the rest of the group</p> <p>Sing in time with a group</p> <p>Know that so is a high sound and mi is a lower sound and la is slightly higher than so</p> <p>Read these from a simplified stave</p> <p>Perform ta and titi and sh combinations</p>	<p>Keep a pulse in different time signatures</p> <p>Read, write, perform and recognise ta ti ti sh combinations and their symbolic representation</p> <p>Perform music at different tempos with control</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>Maintain focus on the performer throughout a performance</p> <p>Demonstrate appreciation for what they are seeing and hearing – say how it makes them feel</p> <p>Demonstrate good listening skills</p> <p>Understand the need for silence before and after a performance</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>Experience a wide range of music</p>	<p>Compose using so mi and ta titi sh and choose notes to accompany the words</p> <p>Use the black notes of the keyboard to create a melody for a known/familiar rhyme</p> <p>Improvise movements to the music</p> <p>Use different endings to phrases and adapt movements</p>

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	<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>Use informal language to describe music and explain why, focusing on the musical elements</p>	<p>Respond to musical cues from a teacher</p>	<p>Create rhythms spontaneously in time to a pulse</p> <p>Make up the ending to a so mi la song</p> <p>Improvise using an instrument with increasing confidence and control</p>
Year Two Key Vocabulary	<p>Build upon Year 1 vocabulary</p> <p>dynamics, tempo, crescendo, decrescendo, pause, improvise, question and answer phrase, untuned/tuned percussion, graphic symbols, dot notation, stick notation, beat groupings, crotchets, quavers, quaver/crotchet rests, cuckoo interval, melodic phrases</p>					
National Curriculum						
<p>The National Curriculum for Music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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						
<p>Teachers will observe children's musical knowledge and skills throughout lessons and make ongoing assessment against the learning criteria.</p>						