



Progression of Knowledge and Skills in Music

Infant School

<p>School Intent</p> <p>At Thomas A' Becket Infant School our Music curriculum promotes individuality and encourages children to use their voices, bodies and environment in a creative way. Across the school children will explore the progression of sound, pitch and beat; including voice exploration, body percussion and instruments. These in turn provide them with a foundation of transferable skills needed to perform. We aim to, wherever possible, link work to other disciplines such as, art, geography, English and physical education. Opportunities to encourage diversity by comparing other cultures and celebrations through music will be provided to help our pupils' understanding of a musical culture. We use Sparkyard to supplement our planning and delivery of our Music curriculum.</p>	<p>EYFS – Being Imaginative and Expressive</p> <p>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 the music.</p> <p>National curriculum purpose of study</p> <p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>National curriculum aims:</p> <ul style="list-style-type: none"> • 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. <p>Impact</p> <p>Children's skills will be assessed and developed by the teacher during the lessons and through critical discussions at the end of each unit. Children's achievements will be celebrated through regular opportunities; for example, class performances, year group show cases, sharing assemblies and open evenings. Photos, written songs and cross curricular work will be displayed in the wider school and environment. Additionally, My World Books and Class Books will be used to illustrate the children's learning journey and to showcase their depth of experiences within music.</p>
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Key Concepts	Reception	Year 1	Year 2
<p>Explore Sound (Use voice expressively and creatively by singing songs and speaking chants and rhymes)</p>	<p>Vocabulary</p> <p>Sing, rhyme, rhythm, chant, nursery rhyme, loud, slow, soft, in time</p> <ul style="list-style-type: none"> • Respond to music by adding movement. • Find different ways of recreating sounds using a variety of sound sources (e.g paper, bottle). 	<p>Vocabulary</p> <p>All prior vocab and sequence, sound effect, change</p> <ul style="list-style-type: none"> • Explore how sounds can be changed. • Sequence sounds to tell stories and create effects. 	<p>Vocabulary</p> <p>All prior vocab and mood, character, theme, combine, soundscape.</p> <ul style="list-style-type: none"> • Recognise and explore musical mood. • Choose sounds to match a character, theme or mood.

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	<ul style="list-style-type: none"> Describe different sounds. Add sound effects to a simple nursery rhyme or poem. Sparkle and shine 		<ul style="list-style-type: none"> Sequence and combine sounds to tell stories and create effects. Create and perform soundscapes.
Rhythm and Pulse (Experiment with, create, select and combine sounds using interrelated dimensions of music)	Vocabulary Beat, pattern, clap, tap, repeat, rhythm, body percussion, sound, movement, dance <ul style="list-style-type: none"> Use our hands and feet to create simple beat patterns. Match movements with sounds. 	Vocabulary All prior vocab and pulse, rhythmic pattern. <ul style="list-style-type: none"> Explore pulse through songs and movement. Control pulse using voice and instruments. Explore the difference between rhythm and pulse. Copying and creating rhythmic patterns. 	Vocabulary All prior vocab and steady pulse. <ul style="list-style-type: none"> Perform rhythms and movement to a steady pulse. Copy and create rhythmic patterns. Combine rhythmic patterns. Represent rhythmic patterns.
Play instruments (Play untuned and tuned instruments musically)	Vocabulary Instrument, sound <ul style="list-style-type: none"> Explore creating sound using a variety of untuned instruments. 	Vocabulary All prior vocab and instrument, sound, timbre, melody, untuned instrument, pitched instrument, performance. <ul style="list-style-type: none"> Explore the timbre of instruments and voices. Perform simple melodic patterns using voices and pitched instruments. Create music for a performance. 	Vocabulary All prior vocab and musical accompaniment. <ul style="list-style-type: none"> Create and notate simple melodies. Perform simple musical accompaniments and prepare for performance.
Pitch (Experiment with, create, select and combine sounds using interrelated dimensions of music)	Vocabulary High, low, fast, slow, loud, quiet, voice, body percussion, echo <ul style="list-style-type: none"> Match loud, quiet, high and low sounds. Create high and low sounds using instruments, voices and body percussion. Echo a sound using voices or instruments. 	Vocabulary All previous vocab and pitch. <ul style="list-style-type: none"> Recognise changes in pitch and copy simple pitch patterns. Represent pitch. 	Vocabulary All prior vocab and pitch pattern. <ul style="list-style-type: none"> Identifying and describing changes to pitch. Copy pitch patterns.
Listen (listen with concentration and understanding to a range of high quality live and recorded music)	<ul style="list-style-type: none"> Listen to and join in with Nursery Rhymes and poems. 	<ul style="list-style-type: none"> Listen to, discuss and understand the historical place of - Classical, Musical Theatre, Indian Classical/Traditional, Film Soundtrack, Pop, Percussion, Big Band, Call and Response, African Gum Boot Dance 	Listen to, discuss and understand the historical place of – Pop, National Anthems, Classical, Body Percussion, Vocal Percussion