



Music

Termly progression

Reception

	Term 1/2	Term 4	Term 6
	Listening and Performing	Playing	Composing
Knowledge	To know how to listen carefully to different sounds. To know how to identify different sounds. To be able to give simple descriptions of different sounds (e.g. loud, quiet, high, low). To know rhymes and chants.	To know how to listen to different types of music. To know how to say whether I like or dislike a piece of music.	To know that instruments are played in different ways. To know how to describe the sounds an instrument makes.
Skills	To be able to use my voice to sing a simple song. To be able to change my voice (eg, loud, quiet, high, low).	To be able to clap a simple beat. To be able to change pitch using body percussion. To be able to change tempo using percussion instruments.	To be able to explore with a range of instruments. To be able to create a simple repetitive pattern.
Music Appreciation	Listen with concentration and understanding to a range of high-quality live and recorded music – through YouTube playlists and discussion using key vocabulary. (Table Top)		
Key Questions	Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated?	Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds?	Can they give a reason for choosing an instrument? Can they identify two types of sound happening at the same time?
Key Vocabulary	Call and response - Two distinct phrases, where the second phrase is heard as a direct response to the first. Ensemble - A group of players of any size and instrumental mix.	Pitch – How high or low a note is. Beat/Pulse - A basic unit of time marking out the speed at which the music is played. Tempo - The speed or pace of music (fast/slow, faster/slower).	
Implementation	Nursery rhymes & Christmas songs	Percussion body & instruments	Percussion instruments

Year 1

	Term 2	Term 4	Term 6
	Listening	Singing and Performing	Playing and composing
Knowledge	<p>To know how to respond to different moods in music.</p> <p>To know how to say whether I like or dislike a piece of music and why.</p> <p>To know how to listen with concentration and identify changes in beat, pitch and tempo.</p>	<p>To know how to follow instructions about when to sing.</p>	<p>To know how to choose sounds to represent different things.</p> <p>To know how to create and repeat short rhythmic patterns and melodic patterns.</p> <p>To know how to make different sounds with my voice and with instruments.</p> <p>To know how to follow instructions about when to play and sing.</p> <p>To know how to make a sequence of sounds.</p> <p>To know how to use instruments to perform.</p>
Skills	<p>To be able make different sounds with my voice.</p> <p>To be able to use my voice to speak, sing and chant.</p>	<p>To be able to sing and perform as part of ensemble.</p> <p>To be able to make different sounds using a tuned instrument (Ocarinas).</p>	<p>To be able to compose simple rhythmic patterns.</p> <p>To be able to choose sounds for a purpose.</p> <p>To be able to make a sequence of sounds.</p> <p>To be able to clap short rhythmic patterns.</p>
Music Appreciation	Listen with concentration and understanding to a range of high-quality live and recorded music - through class playlist and discussion using key vocabulary.		
Key Questions	Do they know that the chorus keeps being repeated? Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they tell the difference between a fast and slow tempo?	Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?	Can they give a reason for choosing an instrument? Can they make loud and quiet sounds?
Key Vocabulary	<p>Pitch – How high or low a note is.</p> <p>Verse and chorus - Music composed in a set pattern of sections, often Verse-Chorus-Verse-Chorus-Bridge- Chorus or similar.</p> <p>Vocal balance - Maintaining appropriately even dynamics and accurate pitching</p>	<p>Unison - Playing or singing the same notes together, at the same pitch.</p> <p>Solo - A section of music, of any length, played or sung by one performer alone.</p>	<p>Untuned instruments - Percussion that makes an unpitched sound when hit, shaken or scraped, e.g., woodblock, maracas, guiro, cymbal, drum.</p> <p>Structure - How a piece is organised.</p> <p>Tuned instruments Percussion and orchestral instruments that can produce different notes.</p>

	between groups of singers when performing.		
Implementation	Model music curriculum & Christmas songs	Ocarina	Percussion

Year 2

	Term 2	Term 4	Term 6
	Listening and Playing	Singing and performing	Composing
Knowledge	<p>To know how to play simple rhythmic patterns on an instrument.</p> <p>To know how to order sounds to create a beginning, middle and an end.</p> <p>To know the importance of practice to be able to perform using a musical instrument.</p> <p>To know how to listen with concentration and understanding to a range of music.</p>	<p>To know how to perform simple patterns and accompaniments keeping a steady pulse.</p> <p>To know how to sing or clap increasing and decreasing tempo.</p> <p>To know how to perform a selection of songs and rhymes.</p>	<p>To know how to use symbols to represent sounds.</p> <p>To know how to make connections between notations and musical sounds.</p> <p>To know how to improve my own work.</p> <p>To know how to create music in response to different starting points.</p> <p>To know how to choose sounds which create an effect.</p>
Skills	<p>To be able to play simple rhythmic patterns on a tuned instrument (Ocarina).</p> <p>To be able to learn and perform a simple song on a tuned instrument.</p>	<p>To be able sing and perform a melody solo or as part of an ensemble.</p> <p>To be able sing or clap independently applying pitch, tempo and beat.</p>	<p>To be able to compose an original piece of music exploring rhythmic and melodic patterns.</p> <p>To be able to share my music with my peers.</p>
Music Appreciation			
Key Questions	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	Do they know that end of phrases is where we breathe in a song? Do they recognise sounds that move by steps and by leaps?	Can they use simple structures in a piece of music?
Key Vocabulary	<p>Ensemble - A group of players of any size and instrumental mix. ii) 'A sense of ensemble' describes a musical performance in which players keep together rhythmically and maintain a balance between parts.</p> <p>Genre - Music that shares a certain style or particular tradition is said to belong to a genre, e.g. 'Avant-garde' or 'Gospel Blues'</p>	<p>Vocal balance - Maintaining appropriately even dynamics and accurate pitching between groups of singers when performing.</p> <p>Partner songs - Songs with two (or more) complete melodies that can be sung separately but go together because they are the same length and follow the same harmony (e.g. She'll Be Comin' Round the Mountain, and When the Saints).</p>	<p>Harmony - A musical effect created by combining two or more notes played or sung simultaneously</p> <p>Crescendo - Gradually getting louder.</p>

	Rhythmic patterns - the pattern of sound, silence, and emphasis in a song Structure - How a piece is organised.	Duet - A piece played or sung by two performers.	
Implementation	Ocarina	Singing & World music	Percussion and Chrome music lab