



Sept 2020

St Anne's RC Primary School Music Progression



Reception

Objectives/Sticky Knowledge

Use of voice expressively and creatively

- 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 tuned and untuned instruments musically

- 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.

Listen with concentration and understanding to a range of high-quality live and recorded music

- 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.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

- 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

Vocabulary progression

- Pulse is a steady beat like a ticking clock or your heartbeat. Rhythm is the pattern of long and short sounds as you move through the song.
 - Melody is the tune. It's the part of the music that you often find yourself singing along with.
 - Pitch is how high or low a note sounds.
 - Tempo is the speed of the music.
 - Compose is to make up your own music.
 - Percussion
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- Dynamics are how loud or quiet the music is played.
 - Pianissimo means 'very quiet'.
 - Forte means 'loud'.
 - Crescendo means 'getting gradually louder'.
 - Structure is the order that different parts of the song are played in.
 - Chorus is a repeated section in a song which gives the main message.
 - Verse is a section in a song which has the same tune but different words. Lyrics are the words of a song.

movements to a steady beat.

Year 1

Use of voice expressively and creatively

- 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 tuned and untuned instruments musically

- 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.

Listen with concentration and understanding to a range of high-quality live and recorded music

- 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.

Experiment with, create, select and combine sounds using the inter-related dimensions 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.

Year 2

Use of voice expressively and creatively

- 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.

Play tuned and untuned instruments musically

- 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.

Listen with concentration and understanding to a range of high-quality live and recorded music

- 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.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

- 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.