

Music Progression Document

The Horsell Village School



Music Progression Document			
The Horsell Village School			
	Reception	Year 1	Year 2
Performing- Expressive Voice			
Knowledge			
	<ul style="list-style-type: none"> To know that voices can make different sounds including higher, lower, louder, quieter. To know that they have a speaking and a singing voice. To know a set of Nursery rhymes. To know a set of chants and/or action songs. To know that songs can be sung faster or slower. 	<ul style="list-style-type: none"> To understand that the voice can be used in different ways – whispering, loud, soft, boom, shout, humming, thinking voice. To know that songs can be fast or slow. (Pulse) To know that songs can become louder or quieter. To know that we can sing as part of a group or as an individual. To know that sound can help them identify creatures and humans. 	<ul style="list-style-type: none"> To know that sounds can go up or down (pitch) To know that rhythm patterns sometimes include silence. To know that the pattern of longer and shorter sounds in songs largely mimic the pattern of words in a text, poem or rhyme. To know that ta and the-teh can be used to describe rhythm. To know that some song phrases have a 4- beat rhythm. To know that we can use singing names to show pitch relationships – soh, me, lah. To know that songs can have phrases of different lengths. To know that songs can have different speeds (tempo) To know that songs can be recorded using stick notation to represent ta and teh-teh. To know that the rest is found in song phrases and can be represented as a z. To know important words used in music and their meanings – phrase, dynamics, pitch, pulse, rhythm, tempo and timbre.
Skills			
	<ul style="list-style-type: none"> To take part in action songs or rhymes. To imitate sounds that they hear. To move between a speaking and a singing voice. To sing call and response songs. To match a melody in question and answer songs. To improvise melodies and make up new versions of songs. To take part in vocal conversations within songs and in improvisation. To sing in a group or on their own. To recognise when a song has sped up or slowed down. 	<ul style="list-style-type: none"> To listen to and imitate song phrases. To find the singing voice. To sing collectively at the same pitch. To start to sing as individuals. To recognise individual voices/sounds. To begin to associate higher and lower with singing pitch. To recognise a song from a hummed melody. To sing to a given starting pitch. To sing at different volume levels – quietly/loudly To develop a thinking voice. To recognise own and other's voices. 	<ul style="list-style-type: none"> To distinguish between rhythm and pulse. To perform song rhythms and spoken rhythm names. To be able to recognise changes in pitch in a melody and begin to show pitch movements using hand signs. To perform songs and actions with a 4-beat metre. To listen for and identify soh and me; knowing soh is higher and me is lower. To listen to longer pieces of recorded music. To identify a song from its tapped rhythm. To begin to improvise rhythm phrases.

		<ul style="list-style-type: none"> To achieve singing with one breath per song phrase. To perform simple song rhythms. To perform actions to the feel of a pulse. To recognise the start and finish of phrases. To know that tempo speeds can be compared as being faster or slower. To begin to listen to and talk about pieces of music recognising if the pace increases in speed, becomes louder or quieter (dynamic) or the melody rises and falls in pitch. 	<ul style="list-style-type: none"> To begin to compare phrases of different lengths. To begin to control how loud/quiet a percussion instrument is. To be able to sing a song at a different pitch chosen by themselves. To begin to improvise song phrases using soh, la and me. To begin to read and write phrases using stick notation. To be able to tap a 4beat rhythm phrase including a rest. To be able to talk about phrase, dynamics, pitch, pulse, rhythm, tempo and timbre.
Instruments			
Knowledge			
	<ul style="list-style-type: none"> To know that instruments make different sounds. To name some instruments that are used in the classroom. 	<ul style="list-style-type: none"> To name and use a range of percussion instruments – tambour, claves, Indian bells, shakers. To know that percussion instruments sound different. 	<ul style="list-style-type: none"> To name and use a range of percussion instruments – tambour, claves, Indian bells, shakers, drums, To know how they should be played. To know that percussion instruments can be shaken, hit, scraped to produce different sounds. To know that musicians follow written notation when playing instruments. To know how a recorder is played.
Skills			
	<ul style="list-style-type: none"> To explore how instruments can make different sounds and become louder or quieter. To improvise patterns and melodies on instruments. To take part in instrumental conversations within song and in improvisation. 	<ul style="list-style-type: none"> To know how to hold and play a range of percussion instruments. To begin to play simple rhythms on percussion. To identify instruments by sound alone. 	<ul style="list-style-type: none"> To know that instruments can be played at different levels of loudness To know that instruments can be played to match rhythm patterns. To be able to play percussion instruments to match the pulse. To be able to play percussion instruments to match a rhythm pattern that is given or improvised. To be able to stop playing an instrument when the rest is shown.
Appraising			
Knowledge			
	<ul style="list-style-type: none"> To know that music can be performed by a teacher or visitor. To know that music can tell stories. 	<ul style="list-style-type: none"> That songs can be performed in different ways and in different styles. To know that songs/music can tell stories. 	<ul style="list-style-type: none"> To begin to recognise and name different styles of music – pop, rap, classical. Songs can be sung/performed live or recorded.
Skills			
	<ul style="list-style-type: none"> Can sit and pay attention to different styles of music. 	<ul style="list-style-type: none"> Start using basic musical language to describe the music you are listening to and your feelings towards it. 	<ul style="list-style-type: none"> Try to identify very simple style indicators and different instruments used.

	<ul style="list-style-type: none"> • Can respond to different styles of music through movement. • March, clap, tap your knees, move to find and internalise the pulse. 	<ul style="list-style-type: none"> • Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Watch a recording and discuss the performance. 	<ul style="list-style-type: none"> • Listen to and respond to live/recorded music. • Listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch and extend to tempo and dynamics) and how they fit into the music you are listening to. • Watch a recording and discuss the performance. Offer helpful and thoughtful comments and feedback about others.
Composing/ Experimenting			
Knowledge			
	<ul style="list-style-type: none"> • To know that we can sing songs at higher or lower pitches, • To know that we can use known songs to create songs of our own. 	<ul style="list-style-type: none"> • To know we can compose music using different body sounds/instruments. • To know that we can arrange these sounds in different ways to create a piece of music of our own. 	<ul style="list-style-type: none"> • To be able to talk about how phrase, dynamics, pitch, pulse, rhythm, tempo and timbre can be used when creating and combining sounds. • To know that songs can be recorded using stick notation to represent ta and teh-teh. • To know that the rest is found in song phrases and can be represented as a z.
Skills			
	<ul style="list-style-type: none"> • To use own words to create a new verse. • To explore how sounds can be changed. • To share and perform the learning that has taken place. • 	<ul style="list-style-type: none"> • Clap the rhythm of your name, favourite food, favourite colour etc. • Begin to understand how pulse, rhythm and pitch work together and are sprinkled through songs/music. • Extend some to understanding dynamics and tempo. • Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. • Begin to understand the concept of improvising and to improvise using very simple patterns on an instrument/ using the voice using 1 or 2 notes. • Create your own simple melodies in a group. • Create compositions using one or two notes. Extend to three notes for some. • Record the composition in any way appropriate (pictorial notation, video, ICT). 	<ul style="list-style-type: none"> • Copy a simple rhythm over the pulse. • Clap the rhythm over their name, favourite food, favourite colour etc confidently and create their own rhythm. • Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. • improvise you make up your own tune/rhythm using one or two notes. • Create Soundscapes in response to cross-curricular topics where appropriate • Continue to create your own simple rhythmic patterns that lead to melodies in a group. • Move beyond composing using one or two notes, increasing to three notes if ready. • Record compositions in any way appropriate (pictorial notation, video, ICT)