



Music

Progression of knowledge, skills and understanding

	Class 1 – R/Y1	Class 2 – Y1/2
<p>Singing</p> <p>Use voices expressively.</p>	<p>To use voices in different ways such as speaking, singing and chanting.</p> <p>To think about others when performing.</p> <p>Vocab: pulse, rhythm, pitch, sing, chant, audience</p> <p>Year A: funk</p> <p>Year B: reggae, hip hop</p>	<p>To use voices expressively and in different ways.</p> <p>To sing with the sense of the melody.</p> <p>To think about others when performing.</p> <p>Vocab: pulse, rhythm, pitch, expressively, melody, audience</p> <p>Year A: reggae</p> <p>Year B: South African</p>
	<p>Listen/Appraise/Composers/History</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p> <p>To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</p> <p>To begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To listen to short, simple pieces of music and talk about when they may hear it. E.g: a lullaby, party or wedding.</p>

	<p>Vocab: pitch (high, middle, low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, pattern</p> <p>Year A: composer, classical music, nursery rhyme</p> <p>Year B: composer, musical, nursery rhyme</p>	<p>Vocab: pitch (high middle low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, introduction, repetition, tempo, timbre</p> <p>Year A: classical, composer, nursery rhyme, old school hip hop</p> <p>Year B: classical, composer, rock</p>
<p>Experiment/Improvisation/Notation/Play/Perform/Compose</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play instruments.</p>	<p>To experiment with sounds. To explore how different sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low. To begin to represent sounds with simple shapes or marks. To create and choose different sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse. To think about others when performing.</p> <p>Vocab: rhythm, pulse, pitch, audience, volume, start, stop</p> <p>Year A: bossa nova, Latin, improvise, compose</p> <p>Year B: improvise, compose</p>	<p>To repeat short rhythmic and melodic patterns. To begin to choose, order and explore sounds . To confidently represent sounds with a range of symbols, shapes or marks. To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse To think about others when performing.</p> <p>Vocab: rhythm/rhythmic, pattern, symbols, melodic, pulse, pitch, audience, volume, steady beat</p> <p>Year A: improvise, compose</p> <p>Year B: blues, baroque, Latin, bhangra, folk, funk</p>