

Overdale Infant School: Elements of Music - Progression Map



Intent

- To enjoy listening to a range of musical genres from different eras and cultures.
- To have the opportunity to explore a range of tuned and untuned musical instruments.
- To develop an understanding of musical vocabulary.
- To be able to use their voices expressively across a range of genres.
- To gain the confidence in composing music through experimenting with different sounds.
- To be given the opportunity to perform.
- To experience live music.

Development Matters		National Curriculum KS1
<p>EAD 3-4 year olds</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>EAD Reception</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.

	Pre-school	Reception	Year 1	Year 2
Exploring and developing ideas	<p>EAD 3-4 year olds</p> <ul style="list-style-type: none"> • Children develop their listening skills through a range of active listening activities. • Children play, share and perform a wide variety of music and songs from different cultures and historical periods. • Children play sound-matching games • Children will explore a wide range of different instruments, from a range of cultures. 	<p>EAD Reception</p> <ul style="list-style-type: none"> • Children will experience musicians playing and will discuss the performances. • Children will attend live performances. • Children will play pitch-matching games and sing call-and-response songs. • Children will be taught to keep a steady beat. • Children will play movement and listening games, where different sounds indicate different movements. • Children will create their own music. • Children will replicate choreographed dances. 	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Music National Curriculum</p> <p>The national curriculum for music aims to ensure that all pupils:</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. 	
Composing	<ul style="list-style-type: none"> • To know there are different characteristics of music. • To know there are different sounds. • To know that music and songs have different pitch. • To know different instruments, make different sounds. • To know which sources, make which sounds. • To know that instruments can be played differently. 	<ul style="list-style-type: none"> • To know there are different types of music. • To know they can make different noises using different items. • To know what the beat of music is. • To know they can make a song out of any words. • To know they can make different noises using different items. • To know what the beat of music is. • To know music can be recorded on paper. • To know there are different types of music. • To know they can make different noises using different items. • To know what the beat of music is. 	<ul style="list-style-type: none"> • To know instruments, make different sounds if they are played in different ways. • To know that notes can be long or short (pulse) • To understand which sounds work well together. • To know that a range of sounds can be made with voices. • To understand that sounds can be represented by images, graphics etc. 	<ul style="list-style-type: none"> • To know that tuned instruments and voices can make different notes. • To understand that a piece of music has a beginning, middle and end. • To understand how the features of music can be used in the beginning, middle and end of a piece. • To know that tuned instruments and voices can make different notes. • To know which notes, work well together.

Performing	<ul style="list-style-type: none"> • To know nursery rhymes and story songs. • To know that music and songs have different pitch. • To know there are different characteristics of music. 	<ul style="list-style-type: none"> • To know they can make different noises using different items. • To know what the beat of music is. • To know words, have syllables and identify these as the rhythm of words. • To know they can make a song out of any words. • To know there are changes in music. • To know they can make different noises using different items. • To know what the beat of music is. • To know they can make different noises using different items. • To know what the beat of music is. 	<ul style="list-style-type: none"> • To know what a pentatonic scale is. • To know that instruments and voices can change pitch, tempo and pulse. 	<ul style="list-style-type: none"> • To know how to play tuned and untuned instruments appropriately. • To know what an ostinato is. (continually repeated musical phrase or rhythm) • To understand how a group is lead through a performance using simple hand gestures and graphic notation.
Appraising	<ul style="list-style-type: none"> • To know nursery rhymes and story songs. • To know there are different characteristics of music. • To know that music and songs have different pitch. • To know different instruments, make different sounds. 	<ul style="list-style-type: none"> • To know there are different types of music. • To know there are changes in music. • To know there are different types of music. • To know different countries, have different music. • To know there are different types of music. • To know what the beat of music is. 	<ul style="list-style-type: none"> • To know music can make you feel differently. • To know there are patterns within different genres of music. • To understand what the pulse is in a piece of music. • To understand the differences between music from different eras. 	<ul style="list-style-type: none"> • To know the names of some instruments. • To know the sounds made by some specific instruments. • To understand what timbre, dynamics, crescendo, decrescendo and pause are.