




## Puttenham C of E Infant School

### Progression in music

	Reception	Year 1	Year 2
<b>Singing</b>  (Songs, speaking chants and rhymes)	Sing a range of well-known nursery rhymes and songs; To learn a bank of songs i.e. hymns, songs for different occasions such as collective worship, plays, Church services etc.	Sing simple songs, chants and rhymes e.g. Boom, Chicka Boom from memory. To sing collectively at the same pitch and responding to actions. Begin to build a repertoire of songs starting with simple songs and then slighter wider e.g. including pentatonic songs. In addition see p.13 of the Model Music Curriculum (MMC). Sing a wide range of call and response songs. Learn school songs for different occasions.	Sing songs regularly with a pitch range of do-so with increasing vocal control. To sing songs expressively. Sing songs with a small pitch range. To know the dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's direction or visual symbols. To sing songs for a range of events including singing festivals. To learn school songs, event songs and from the suggested list in the MMC. (p.16)
<b>Listening</b>	ELG – Listen attentively and respond to what they hear with relevant questions, comments and action.	To listen and respond to a range of recorded performances e.g. in collective worship assembly, in class and special events.  To listen to live performances e.g. plays, workshops, village fairs, Rocksteady concert music festivals, Charterhouse musicians and inviting parents to play.  To know some facts about the music they are listening to such as origin and tradition. To respond to what they hear by making comments, asking and answering questions.	To listen and respond to a range of recorded performances e.g. in collective worship assembly, in class and special events.  To listen to live performances e.g. in PE, plays, workshops, village fairs, music festivals, Charterhouse musicians and inviting parents to play.  To develop an understanding about what they have heard by knowing the story, origin, traditions, history and social context of the music they are listening to, singing and playing.
<b>Composing</b>	Explore singing at different speeds and pitch to create moods and feelings. To explore a range of untuned instruments to make up their own simple rhythms and compositions.	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds e.g. rain on your way to school. To use suitable untuned instruments to make suitable sound effects and combine as a class to make up a story. Invent, retain and recall rhythm and pitch patterns. Use a simple Purple Mash app or similar to capture, change and combine sounds. To recognise how graphic notation can represent sounds  	Create music in response to a non-musical stimulus e.g. a storm, a car, a rocket launch. To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. To use graphic symbols, dot notation and stick notation to keep a record of composed pieces. To use music technology (IPad recording App, Purple Mash etc.) to capture, change and combine sounds.  Learn to play the recorder. Create simple compositions with the notes you have learnt.

<b>Musicianship</b>	<p>Sing echo songs and perform movements to a steady beat i.e. clapping.</p> <p>Discover how to use the voice to create loud and soft sounds.</p> <p>Carry out a sound walk – describe what you can hear (loud/quiet etc.)</p> <p>Links to science/phonics</p>	<p><b>Pulse/Beat:</b></p> <p>To walk, move or clap a steady beat with others, changing the speed of the beat with the tempo of the music.</p> <p>Use body percussion and instruments to play repeated patterns and short, pitched patterns on tuned instruments (e.g. chime bars).</p> <p>Respond to the pulse in music, movement and dance e.g. stepping, jumping, and walking on tiptoes (link to PE).</p> <p><b>Rhythm:</b></p> <p>Copy short rhythms led by the teacher.</p> <p>Perform short repeating patterns whilst keeping a steady beat.</p> <p>Perform word-patterns chants e.g. ca-ter-pil-ar.</p> <p><b>Pitch:</b></p> <p>Listen to sounds in the environment, comparing high and low sounds.</p> <p>Sing familiar songs in both high and low voices. To be able to talk about the different sounds.</p> <p>Explore percussion sounds to enhance storytelling e.g. Jack climbing the beanstalk (link to literacy).</p> <p>Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 beats.</p>	<p><b>Pulse/Beat:</b></p> <p>To understand that the speed of the beat can change, creating a faster or slow pace (tempo).</p> <p>To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes (link to assembly music).</p> <p>To walk in time to the beat.</p> <p>To know the difference between left and right to support co-ordination (link to maths/geography).</p> <p>Begin to group beats into twos and threes by tapping knees on the strongest beat and clapping the rest.</p> <p>Identify the beat groupings in familiar music.</p> <p><b>Rhythm:</b></p> <p>Play rhythms, copy a leader and invent rhythms for others.</p> <p>Create rhythms with word phrases as a starter.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation. Perform this to others.</p> <p><b>Pitch:</b></p> <p>Play a range of singing games, matching voices, supported by a teacher playing the melody.</p> <p>Sing short phrases independently.</p> <p>Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g. stand up/sit down, hands high/hands low)</p> <p>Recognise dot notation and match it to 3 note tunes played on tuned percussion instruments.</p>
<b>Performance</b>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Share their creations, explaining the process they have used.</p> <p>Nursery rhymes, school prayers, harvest songs, singing assemblies, Christmas nativity songs, Christmas carols, Candlemas service songs, mother's day assembly, Easter service songs.</p>	<p>Perform their creations to their friends, class and a wider audience both familiar and unfamiliar .e.g. school play, festivals, assemblies etc.</p> <p>School prayers, class song linked to PSHE, singing assemblies songs, harvest festival songs, number bond, days of the week and months of the year songs, Christmas play and service songs, Candlemas service songs, Mother's Day assemblies, Charterhouse musicians, parent musicians, St Hilary's Year 1 music festival songs, Easters service, songs about Famous people of the past.</p> <p>Rocksteady</p>	<p>Perform their creations to their friends, class and a wider audience both familiar and unfamiliar .e.g. school play, festivals, assemblies etc.</p> <p>School prayers, class songs linked to PSHE, singing assemblies songs, harvest festival, continents song, Christmas play and service songs, Candlemas service, Charterhouse musicians, songs, mother's day assemblies, Easters service and Year 2 music festival (confederation)</p> <p>Rocksteady</p>

<b>Vocabulary</b>	Duet, body percussion, songs, high, low, loud, quiet, instrument names, echo, pattern, sound maker	Duet, dynamics, echo-playing, folk-band, beat, pulse, Call and response, repeated phrase or rhythm, composition, percussion family – untuned and tuned instruments, pause, Pitch, question and answer, pattern, sound effect, music festival.  To know some names of tuned and untuned instruments.	Appendix 1 – KS1 p.56 Clef, Crotchet, crotchet rest, Do, Re, Mi....., dot notation, duet, dynamics, tempo, pitch, genre, graphic notation, harmony, repeated phrase or rhythm (ostinato), partner songs, pitch, rhythm, question and answer, sequence, solo, choir, sound effect, two/three part song, tuned, untuned instruments, verse and chorus.  To know a wide range of names of tuned and untuned instruments.
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