

CURRICULUM PROGRESSION GRID: MUSIC

KEY STAGE 1

Listening	Singing	Playing Instruments	Creating- improvising and composing	Performing
<p>NC Link -listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>NC Link -use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>NC Link -play tuned and untuned instruments musically</p>	<p>NC Link -experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>NC Link -play tuned and untuned instruments musically -experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Theme links</p>	<p>Theme links</p>	<p>Theme links</p>	<p>Theme links</p>	<p>Theme links</p>
<p>Builds on ELGs</p>	<p>Builds on ELGs</p>	<p>Builds on ELGs</p>	<p>Builds on ELGs</p>	<p>Builds on ELGs</p>
<p>Intent - Move and dance with the music. -Find the steady beat. -Talk about feelings created by the music. -Recognise some band and orchestral instruments. -Join in sections of the song, eg chorus. -Begin to understand about different styles of music. -Walk in time to the beat of a piece of music. -Move and dance with the music confidently. -Describe tempo as fast or slow. -Describe dynamics as loud or quiet. -Start to talk about where music might fit into the world.</p>	<p>Intent -Sing, rap, rhyme, chant and use spoken word. -Demonstrate good singing posture. -Sing songs from memory. -Copy back intervals of an octave and fifth (high, low). -Sing to communicate the meaning of the words. -Sing in unison and sometimes in parts, and with more pitching accuracy. -Understand and follow the leader or conductor. -Add actions to a song.</p>	<p>Intent -Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p>	<p>Intent - Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A -Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. - Understand the difference between creating a rhythm pattern and a pitch pattern. - Explore and create graphic scores: -Create musical sound effects and short sequences of sounds in response to music and video stimulus. -Create a story, choosing and playing classroom instruments and/or soundmakers.</p>	<p>Intent - Enjoy and have fun performing. -Choose a song/songs to perform to a well-known audience. -Prepare a song to perform. -Communicate the meaning of the song. -Add actions to the song. -Play some simple instrumental parts. - Talk about what the song means and why it was chosen to share. -Talk about the difference between rehearsing a song and performing it.</p>

			<ul style="list-style-type: none"> -Recognise how graphic notation can represent created sounds. -Explore and invent your own symbols. -Use music technology, if available, to capture, change and combine sounds. -Create a simple melody using crotchets and minims: 	
<p><u>Tempo</u></p> <p>Fast, (getting) faster Slow, (getting) slower</p> <p><u>Texture</u></p> <p>Solo Duet Ensemble Few - many</p>	<p><u>Duration</u></p> <p>Pulse, beat Start, stop Long, longer, sustained Short, shorter Rythm</p> <p><u>Structure</u></p> <p>Beginning – middle – end Phrase Verse - chorus</p>	<p><u>Dynamics</u></p> <p>Loud, (getting) louder Quiet, (getting) quieter</p> <p><u>Techniques</u></p> <p>Breathing Posture Singing, whispering, talking, humming Blowing Striking, hitting Shaking Plucking, strumming</p>		

Glossary – Key Stage 1

- **Beat:** As for pulse. The words pulse and beat are generally used in the same way. However, beat tends to be used to describe the way pulse is grouped in music - some beats are stronger than others. The pattern of stronger and weaker beats is what makes a waltz (with three beats - strong, weak, weak) sound different to a march (with two beats - strong, weak, or four beats - strong, weak, medium, weak).
- **Chant:** Words spoken to a steady beat.
- **Dynamics:** The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.
- **Metre:** The grouping of beats into stronger and weaker beats.
- **Moving by step:** Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.
- **Moving by leap:** Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.
- **Phrase:** A group of sounds that make musical sense.
- **Pulse:** A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.
- **Rhythm:** A sequence of shorter and longer sounds that can fit to a steady beat.
- **Structure:** The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.
- **Tempo:** The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.
- **Timbre:** Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.