

# Westacre Infant School Skills Progression

## Subject Area: Music

Coverage	Autumn term – Unit ‘Hey You’ (Christmas Production) Spring term – Unit ‘Round and Round’ (Music School Singing session) Summer term – Unit ‘Your Imagination’ (Music School Group Session)	Autumn term – Units ‘Hands, Feet, Heart’ and ‘Ho Ho Ho’ (Christmas Production, Djembe or Dhol Drumming session) Spring term – Units ‘I wanna play in a Band’ and ‘Zootime’ (Music School Group Session) Summer term – Units ‘Friendship Song’ and ‘Reflect, Rewind and Replay’ (Music School Concert, Leaver’s Assembly)
	Year 1	Year 2
Listen and Appraise	<ul style="list-style-type: none"> <li>• know 5 songs off by heart</li> <li>• know what the songs are about</li> <li>• know and recognise the sound and names of some of the instruments they use.</li> <li>• learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul> <ul style="list-style-type: none"> <li>○ (Look at videos of original artists performing the songs to put into context)</li> </ul>	<ul style="list-style-type: none"> <li>• know five songs off by heart</li> <li>• some songs have a chorus or a response/answer part.</li> <li>• know that songs have a musical style.</li> <li>• learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• learn how songs can tell a story or describe an idea.</li> </ul> <p>(Look at videos of original artists performing the songs to put into context)</p>

Games	<ul style="list-style-type: none"> <li>• know that music has a steady pulse, like a heartbeat.</li> <li>• know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>• <b>Have Fun Finding the Pulse!</b> (choose an animal)</li> <li>• <b>Rhythm Copy Back</b> (based on 1/2 syllable words whilst marching to the beat)</li> <li>• <b>Rhythm Copy Back, Your turn</b> (create rhythms to copy)</li> <li>• <b>Pitch Copy Back and Vocal Warm-up 1</b> (listen and sing back using 'la', whilst marching to the beat)</li> <li>• <b>Pitch Copy Back and Vocal Warm-up 2</b> (listen and sing back using 'la'. Other vocal warm-ups.)</li> </ul>	<ul style="list-style-type: none"> <li>• know that music has a steady pulse, like a heartbeat.</li> <li>• know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>• <b>Have Fun Finding the Pulse!</b> (choose an animal)</li> <li>• <b>Rhythm Copy Back</b> (based on 1/2 syllable words whilst marching to the beat)</li> <li>• <b>Rhythm Copy Back, Your turn</b> (create rhythms to copy)</li> <li>• <b>Pitch Copy Back and Vocal Warm-up 1</b> (listen and sing back using 'la', whilst marching to the beat)</li> <li>• <b>Pitch Copy Back and Vocal Warm-up 2</b> (listen and sing back using 'la'. Other vocal warm-ups.)</li> </ul>
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Singing	<ul style="list-style-type: none"> <li>• confidently sing or rap five songs from memory and sing them in unison.</li> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices-you can rap or say words in rhythm.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• confidently know and sing five songs from memory.</li> <li>• know that unison is everyone singing at the same time.</li> <li>• Songs include other ways of using the voice eg.rapping.</li> <li>• know why we need to warm up our voices.</li> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices-you can rap (spoken word with rhythm)</li> <li>• Learn to start and stop singing when following a leader.</li> <li>• Learn to find a comfortable singing position.</li> </ul>
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<p><b>Playing</b></p>	<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul> <p>( Using glockenspiels)</p>	<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of untuned percussion instruments played in class.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play the part in time with the steady pulse.</li> <li>• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul> <p>( Using glockenspiels)</p>
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Improvisation	<ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise!</li> </ul> <p>Use the improvisation tracks provided. Use the three challenges:-</p> <ol style="list-style-type: none"> <li><b>1. Clap and Improvise-</b> Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>2. Sing, Play and Improvise-</b> Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>3. Improvise!</b> - Take it in turns to improvise using one or two notes.</li> </ol>	<ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise, and you can use one or two notes.</li> </ul> <p>Use the improvisation tracks provided. Use the three challenges:-</p> <ol style="list-style-type: none"> <li><b>1. Clap and Improvise-</b> Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>2. Sing, Play and Improvise-</b> Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>3. Improvise!</b> - Take it in turns to improvise using one or two notes.</li> </ol>
Composition	<p>Composing is like writing a story with music. Everyone can compose.</p> <p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Composing is like writing a story with music. Everyone can compose.</p> <ul style="list-style-type: none"> <li>• Help to create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

<b>Performance</b>	<ul style="list-style-type: none"> <li>• A performance is sharing music with other people, called an audience</li> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>
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