

Loxdale Primary School Skills Progression

Subject Area: Music Key Stage One



National Curriculum Objectives.

Pupils should be taught to:

Performing Singing

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Performing Playing

- play tuned and un-tuned instruments musically

Improvising and experimenting

- experiment with, create, select and combine sounds using the inter-related dimensions of music

Listening, Developing Knowledge and Understanding

- listen with concentration and understanding to a range of high quality live and recorded music.

Early Years

Expressive Arts and Design

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Play instruments with increasing control to express their feelings and ideas.
- Sing the melodic shape of familiar songs.

- Sing in a group or on their own.
- Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate) try to move in time with music.

	Year One	Year Two
Listen and Appraise	<ul style="list-style-type: none"> ○ The children will start to recognise/identify very simple style indicators and different instruments used. ○ The children will march, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. ○ The children will start using basic musical language to describe the music you are listening to and their feelings towards it. ○ The children will begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. ○ The children will discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> ○ The children will try to recognise/identify very simple style indicators and different instruments used. ○ The children will march, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. ○ The children will start using basic musical language to describe the music they are listening to and their feelings towards it. ○ The children will begin to listen, with respect, to other people's ideas and feelings towards the music they have listened to. ○ The children will discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music they are listening to.

<p>Musical Activities a: Games</p>	<ul style="list-style-type: none"> ○ The children will begin to find and internalise the pulse on their own or with support. ○ The children will try to or demonstrate more confidently how they find/feel the pulse. ○ The children will begin to demonstrate how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time. ○ The children will clap the rhythm of your name, favourite food, favourite colour etc. ○ The children will begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through. 	<ul style="list-style-type: none"> ○ The children will continue to learn to find and internalise the pulse on their own or with support. ○ The children will demonstrate more confidently how they find/feel the pulse. ○ The children will demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time. ○ The children will clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked. ○ The children will show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.
<p>Musical Activities b: Singing</p>	<ul style="list-style-type: none"> ○ The children will begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone. ○ The children will begin to understand the importance of warming up their voices and to establish a good singing position. ○ The children will start to consider that words mean something and how they work together with the music. ○ The children will sing with a good sense of the pulse internally and try to sing together with the group. ○ The children will stop and start as appropriate, begin to follow a leader/conductor. 	<ul style="list-style-type: none"> ○ The children will continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. ○ The children will continue to understand the importance of warming up their voices and to establish a good singing position. ○ The children will consider that words mean something and how they work together with the music. ○ The children will sing with a good sense of the pulse internally and try to sing together and in time with the group. ○ The children will stop and start as appropriate, begin to follow a leader/conductor.

**Musical
Activities c:
Playing**

- The children will begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.
- The children will move between differentiated parts as required using a sound-before-symbol approach.
- The children will learn to stop/start and respond to basic musical cues from the leader/conductor.
- The children will learn how to treat their instrument with respect and how to play it correctly.
- The children will play as part of their ensemble/group with a sound-before-symbol (by ear) approach.

- The children will continue to play a classroom instrument as part of a group/ensemble and as part of the song they are learning.
- The children will move between differentiated parts as required using a sound-before-symbol approach.
- The children will continue to respond to basic musical cues from the leader/conductor.
- The children will continue to treat their instrument with respect and how to play it correctly.
- The children will play more confidently as part of their ensemble/group with a sound-before-symbol (by ear) approach.

**Musical
Activities d:
Improvisation**

- The children will explore and create simple musical sounds with voices and instruments within the context of the song being learnt.
- The children will begin to understand through activity, that when they improvise they make up their own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.
- The children will improvise using very simple patterns on their instrument and/or voice.
- The children will create their own simple rhythmic patterns that lead to melodies in a group or a solo situation.
- The children will start to perform their own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.

- The children will continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.
- The children will deepen their understanding through activity, so that when they improvise and make up their own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.
- The children will continue to improvise using very simple patterns on their instrument and/or voice.
- The children will continue to create their own simple rhythmic patterns that lead to melodies in a group or a solo situation.
- The children will continue to perform their own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.

**Musical
Activities e:
Composition**

- The children will create your own very simple melodies (usually in a group) within the context of the song that is being learnt.
- The children will create compositions using one or two notes, increasing to three notes if appropriate.
- The children will record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.
- The children will musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).
- The children will begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.

- The children will continue to create their own very simple melodies (usually in a group) within the context of the song that is being learnt.
- The children will move beyond composing using one or two notes, increasing to three notes if appropriate.
- The children will record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.
- The children will musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo).
- The children will continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.

Perform and Share

- The children will start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.
- The children will perform what you have learnt to other people. Play their instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.
- The children will perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together.
- The children will practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate their ideas, thoughts and feelings through simple musical demonstration.
- The children will watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

- The children will continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.
- The children will perform what they have learnt to other people. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence as possible.
- The children will perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.
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