

Great Ellingham and Rocklands Primary Schools

Music – Progression of Skills



	R	Y1	Y2
Listen and Respond	To learn that music can touch your feelings. <ul style="list-style-type: none"> To enjoy moving to music by dancing, marching, being animals or Pop stars. 	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea.
Explore and Create/Games	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: <ul style="list-style-type: none"> Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. 	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: <ul style="list-style-type: none"> Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. 	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: <ul style="list-style-type: none"> Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.
Singing	To sing along with a pre-recorded song and add actions. <ul style="list-style-type: none"> To sing along with the backing track. 	Learn about voices, singing notes of different pitches (high and low). <ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	Learn about voices singing notes of different pitches (high and low). <ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.
Playing		Treat instruments carefully and with respect. <ul style="list-style-type: none"> Play a tuned instrumental part with the song they perform. 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). Listen to and follow musical instructions from a leader. 	Treat instruments carefully and with respect. <ul style="list-style-type: none"> Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.
Improvisation		Use the improvisation tracks provided. Improvise using the three challenges:	Use the improvisation tracks provided. Improvise using the three challenges:



		<ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Composition		<p>Help to create a simple melody using one, two or three notes.</p> <ul style="list-style-type: none"> ● Learn how the notes of the composition can be written down and changed if necessary. 	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <ul style="list-style-type: none"> ● Learn how the notes of the composition can be written down and changed if necessary.
Performance	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <ul style="list-style-type: none"> ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about. 	<p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.

Development Actions:

- Evaluate and re-draft Long Term Plan
- Consider how we assess Music