

Langham Village School

Music Key Skills and Knowledge Progression Foundation & Key Stage 1

Music is delivered through a spiral curriculum. Pupils continually revisit musical concepts with added depth and application of skill and knowledge, building incremental progress overtime			
	Foundation	Year 1	Year 2
Using their voices	<ul style="list-style-type: none"> Speak & chant short phrases together Find their singing voice and begin to develop an awareness of pitch over a small range of notes Make changes in their voices to express different moods/feelings Co-ordinate actions to go with a song Sing short phrases or response on their own Sing a variety of songs both accompanied and unaccompanied 	<ul style="list-style-type: none"> Speak and chant together Sing songs showing increasing vocal control Sing songs in different styles conveying different moods with a sense of purpose Coordinate action songs Sing in time to a steady beat Perform an action or a sound on the steady beat while singing 	<ul style="list-style-type: none"> Sing a variety of songs with more accuracy of pitch Sing words clearly and breathing at the end of phrases Convey the mood or meaning of the song Sing with a sense of control with dynamics and tempo Echo sing short melodic phrases Identify if thpitch is getting higher, lower or staying the same and copy with their voices Follow a leader starting and stopping together.
Use Classroom instruments	<ul style="list-style-type: none"> Play instruments by shaking, scraping and rattling Start and stop together Begin to develop a sense of beat Respond to hand signs and symbols Copy a simple rhythm pattern Play along to music showing an awareness of beat 	<ul style="list-style-type: none"> Play instruments by shaking, scraping and rattling Start and stop together Play along to a steady beat Play loudly and quietly, fast and slow Play an ostinato to accompany a song Play a single pitched note (drone to accompany a song Play the rhythm of a spoken sentence Respond to hand signs and symbols 	<ul style="list-style-type: none"> Play with control: <ul style="list-style-type: none"> - Maintaining a steady beat - Getting faster and slower - Getting louder and quieter Performa 2-note ostinato to accompany a song Perform a sequence of sounds using graphic notation Work and perform in smaller groups Follow a leads starting and stopping together Demonstrate some confidence in performing as a group and an individual

LVS Music Curriculum Foundation & KS1

<p>Explore & compose</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Different sounds made by the voice/ hands/ found objects and conventional instruments (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Begin to be aware of the effect that different sounds have to convey the mood <p>Compose:</p> <ul style="list-style-type: none"> • Begin to manipulate different effects on a sound source or instruments • Add a chosen sound effect at an appropriate moment in a story • Sort and name different sounds • Create a sequence of different sounds in response to a given stimuli 	<p>Explore:</p> <ul style="list-style-type: none"> • Different sounds made by the voice/ hands and conventional instruments (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Pitch shapes and rhythmic patterns <p>Compose:</p> <ul style="list-style-type: none"> • Add sounds to a story • Choose musical sound effects to follow a story line or match a picture • Use graphic symbols to portray the sound they have made • Sequence the symbols to make a simple structure • Compose own sequence of sounds without help and perform 	<p>Explore:</p> <ul style="list-style-type: none"> • Different sounds made by the voice/ hands and conventional instruments (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Sequences of sound (structure) • Pitch shapes and rhythmic patterns • Sounds in response to stimulus (visual or aural) <p>Compose:</p> <ul style="list-style-type: none"> • Short melodic phrases • Short ostinato phrases • Rhythmic patterns from words • A piece of music that has a beginning, middle & end • Music that has long and short sounds, changes in tempo, timbre and dynamics in small groups • Music that conveys mood
<p>Listen, reflect & appraise</p>	<p>Listening:</p> <ul style="list-style-type: none"> • Listen to sounds and respond by talking about them or physically with movement and dance • Recognise the sounds of percussion instruments used in the classroom and identify them. • Respond appropriately to a range of classroom songs - tidy up, circe, line up songs. <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to identify and describe key features or extreme contrasts within a piece of music • Begin to use basic musical terms - louder/quieter, slower/faster, higher/lower 	<p>Listening:</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its beat • Recognise and respond though movement/dance to the different musical characteristics and moods of music • Recognise the sounds of percussion instrument used in the classroom and name them. <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to use basic musical terms - louder/quieter, slower/faster, higher/lower • Begin to articulate how changes on speed, pitch and dynamics affect the mood 	<p>Listening:</p> <ul style="list-style-type: none"> • Listen with increased concentration • Recognise the sounds of percussion instrument used in the classroom and name them. • Recognise how sounds are made - tapping scraping etc • Identify qualities of sound such smooth, scratch etc (timbre) • Recognise and respond to different changes in tempo, dynamics and pitch • Respond through movement to different musical characteristics and moods (angrily/sadly/cheerfully/ daintily) • Recognise and respond to the mood of music and begin to use musical terminology i.e. the mood is sad because it is played slowly and quietly <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to use basic musical terms - louder/quieter, slower/faster, higher/lower • Begin to articulate how changes on speed, pitch and dynamics affect the mood
<p>Vocabulary</p>	<p>Found objects, singing voice, steady beat, high and low, short and long sounds, fast and slow, loud and quiet, rough and smooth,</p>	<p>Ostinato, drone, steady beat, score, short & long sounds, high and low, loud and quiet, rough and smooth etc, structure.</p>	<p>Pitch, dynamics, tempo, structure, timbre,rhythym</p>

Songs from Model Music Curriculum

Songs to be sung throughout Key Stage 2.

These are supplemented with further songs from the curriculum topics

Amber

- Boom Chicka Boom
- Have You Brought Whispering Voice
- Hello, How Are You
- Bounce High, Bounce Low
- Dr. Knickerbocker
- Kye Kye Kule

- Ebenezer Sneezer
- Teddy Bear Rock n' Roll
- Paintbox

Musical topics driven by other aspects of the classroom curriculum

Year A		
	Coral	Amber
		The Earth Our Home
Autumn 1	I've got a grumpy face/The Sorcerer's Apprentice	Arctic Landscape and Christmas Preparation
Autumn 2	Witch, Wtich/Nativity	Live & Let Live
Spring 1	Cuckoo/Shake My Sillies Out	Toys
Spring 2	Up & Down/Five Fine Bumblebees	Our World
Summer 1	Down Under the Sea/It's oh so quiet	Turn It up
Summer 2	Slap clap clap/Bow bow bow Belinda	Temples, Tombs and Treasures
Year B		
	Coral	Amber
Autumn 1	I've got a grumpy face/The Sorcerer's Apprentice	Super Humans
Autumn 2	Witch, Wtich/Nativity	
Spring 1	Cuckoo/Shake My Sillies Out	Buildings
Spring 2	Up & Down/Five Fine Bumblebees	Great Fire of London
Summer 1	Down Under the Sea/It's oh so quiet	I'm Alive
Summer 2	Slap clap clap/Bow bow bow Belinda	Hooray, Let's Go On Holiday