

Linton Infants Music Progression Document |

Composing

Pupils learn:

EYFS: Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.

Y1: Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.

Y2: Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.

Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.

The inter-related dimensions of music II

Pupils learn:

Timbre: EYFS: To know that different instruments can sound like a particular character

Y1 'Timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.

Y2 To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.

Texture: EYFS: To know that music often has more than one instrument being played at a time.

Y1: To know that music has layers called 'texture'

Y2: To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.

Structure: EYFS: To recognise the chorus in a familiar song.

Y1: To know that a piece of music can have more than one section, eg a verse and a chorus.

Y2: To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.

Notation: EYFS: To know that signals can tell us when to start or stop playing

Y1: To understand that music can be represented by pictures or symbols

Y2: To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.

The inter-related dimensions of music I

Pupils learn:

Pitch: EYFS: To understand that what 'high' and 'low' notes are.

Y1: That pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.

Y2: To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

Duration: EYFS: To recognise that different sounds can be long or short

Y1: To know that rhythm means a pattern of long and short notes.

Y2: To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

Dynamics: EYFS: To understand that instruments can be played loudly or softly.

Y1: To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.

Y2: To know that dynamics can change the effect a sound has on the audience.

Tempo: EYFS: To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.

Y1: To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.

Y2: To understand that the tempo of a musical phrase can be changed to achieve a different effect.

Listening

Pupils learn:

EYFS To respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments.

Tempo in music. Matching sounds to the object or instrument. Identifying high and low pitch, simple rhythm and repeating simple lyrics. Grouping instruments.

Y1 Recognising pulse and rhythm. Understanding timbres. *Recognising basic tempo, dynamic and pitch changes. Describing the 'story' of music they listen to, both verbally and through movement. Musical differences. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group

Y2 *Recognising timbre, instrumentation and structural features changes in music. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a simple melody by ear. Suggesting improvements to their own and others' work.

Performing

Pupils learn:

EYFS: Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience.

Stopping and starting playing at the right time

Y1 Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience.

Stopping and starting playing at the right time

Y2 Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from

letter notation