



Music Overview and Progression Grid

F1	Topics to be covered over the year: (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)		
Vocabulary	Listen, sing, play, stop, tap, hands, feet, beat		
<u>Through Direct Teaching and Continuous Provision</u>			
Listening and understanding (appraising)	Singing and performing	Playing	Creating (Improving and composing)
To know how to look after instruments. Listen with increased attention to sounds.	Remember and sing entire songs. Sing a large repertoire of songs Sing the melodic shape Perform songs and rhymes with others.	Play instruments with increasing control to express their feelings and ideas. To know the names of the instruments: drum,	To create rhythmic patterns by following pictures indicated. To follow instructions.



<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Be able to express a point of view</p>	<p>Be confident to join in with new activities</p>	<p>maracas, bells and tambourine.</p> <p>To recognise instruments.</p> <p>Use drawings to represent ideas e.g. loud/quiet</p>	<p>Collaborate with others to create own musical composition.</p> <p>Notice and create repeating patterns</p>
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Tell me five things!				
I can listen to a song	I can choose an instrument to play	I can sing a familiar song	I can say if I like or don't like the song or music	I can dance along to music



F2	<p>Topics to be covered over the year: Me, My Stories, Everyone, Our World, Big Bear Funk, Reflect, rewind and replay</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>
Vocabulary	Music, sound, clap, stamp, sing, pulse, dance, tap, repeat, copy, instrument, loud, quiet, beat



Through Direct Teaching and Continuous Provision

Listening and understanding (appraising)	Singing and performing	Playing	Creating (Improving and composing)
<p>I can march to the beat of a drum.</p> <p>I can find the pulse in the music I listen to.</p> <p>I can talk about whether I like the music.</p> <p>I can listen to music carefully.</p>	<p>I can sing a few familiar songs.</p> <p>I can join in and sing nursery rhymes.</p> <p>I can tap out simple repeated rhythms.</p>	<p>I can use an instrument to explore how sounds can change.</p> <p>I can explore the different sounds of instruments.</p> <p>I can make music using instruments.</p> <p>I can explore how sounds can change when using instruments.</p>	<p>I can tap out a simple repeated rhythm.</p> <p>I can use my voice to explore how sounds can change.</p> <p>I can experiment ways of making different music.</p> <p>I can begin to experiment with sounds and how they can be changed.</p> <p>I can make up simple songs and rhythms.</p>



Tell me five things!

I know how to tap my knees to the beat of music.

I know how to change my voice from deep to high.

I know the names of different instruments.

I know that a performance is sharing music.

I know how to use an instrument.



Year 1	Topics to be covered over the year: Hey You!, Rhythm in the way we walk and Banana Rap, In the Groove, Round and Round, Your Imagination, Reflect, rewind and replay		
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination.		
Listening and understanding (appraising)	Singing and performing	Playing	Creating (Improving and composing)
<p>I can listen to a variety of music with some concentration (slower pieces).</p> <p>I can respond to a range of music.</p> <p>I can confidently identify and move to the pulse.</p> <p>I can talk about how music makes me feel or want to move.</p> <p>I can talk about some of the instruments that I hear in the music I am listening to.</p>	<p>I can sing a song along with the teacher and music.</p> <p>I can repeat a sung phrase.</p> <p>I can explore the different types of sounds that can be made with my voice.</p> <p>I can start and stop singing at the right time.</p> <p>I can begin to follow musical instructions from a leader.</p>	<p>I can repeat a rhythm on a tuned or untuned instrument.</p> <p>I can play a tuned and untuned instrument with some control.</p> <p>I can name some different instruments.</p> <p>I can treat instruments carefully and with respect.</p>	<p>I can use my voice in a variety of ways.</p> <p>I can repeat a chant.</p> <p>I can say a rhyme along with the class teacher.</p> <p>I can experiment with and create a short piece of music with some control.</p> <p>I can select and combine sounds.</p> <p>I can make up tunes on the spot.</p>



<p>I can begin to make simple suggestions about what could make my own work better e.g. play faster or louder.</p>	<p>I can begin to share my music with an audience.</p>	<p>I can play an untuned or tuned instrument part within a song.</p> <p>I can begin to follow musical instructions from a leader when using an instrument.</p>	<p>I can work as a class or group to create a simple melody using two notes.</p>
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Tell me 5 things!

<p>Know the names of the following instruments:</p> <p>recorder</p> <p>chime bars</p> <p>tambourine</p>	<p>To know that dynamics are the volume of a piece of music.</p>	<p>To know the beat is the pattern of the music.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p>	<p>Improvisation is about making up your own tunes on the spot.</p>
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Year 2	Topics to be covered over the year: Hands feet heart, Ho, Ho, Ho, I Wanna Play In a Band, Zootime, Friendship Song, Reflect, rewind and replay		
Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. .		
Listening and understanding (appraising)	Singing and performing	Playing	Creating (Improving and composing)
<p>I can listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>I can review mine and other's performances and say what went well and what could be improved.</p> <p>I can make simple suggestions about what could make my own</p>	<p>I can use my voice expressively and creatively by singing songs.</p> <p>I can sing notes from different pitches.</p> <p>I can sing songs by using my voice in different ways, e.g rapping.</p> <p>I can sing in unison with my class.</p>	<p>I can play tuned and untuned instruments musically.</p> <p>I can name some of the notes being played.</p> <p>I can name some tuned and untuned instruments.</p> <p>I can play the instrument in time with a steady pulse.</p>	<p>I can use my voice expressively and creatively by saying chants.</p> <p>I can experiment and create a short piece of music.</p> <p>I can select and combine sounds using the inter-related dimensions of music.</p> <p>I can improvise using three known notes.</p>



<p>and others work better and make simple changes.</p> <p>I can respond to different moods in music, thinking about the changes in sound.</p> <p>I can hear the sounds made by different instruments in a piece of music.</p> <p>I can talk about the musical styles.</p> <p>I can begin to talk about the tempo and dynamics.</p>	<p>I can explore singing solo.</p> <p>I can find a comfortable singing position.</p> <p>I can follow musical instruction from a leader or conductor.</p> <p>I can be aware of the audience when performing.</p>	<p>I can follow musical instructions from a leader when playing an instrument.</p>	<p>I can compose a simple two-note melody.</p>
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Tell me 5 things you know!				
<p>Know the names of the following instruments:</p> <p>flute</p> <p>saxophone</p>	<p>To know that tempo controls the speed of a piece of music.</p>	<p>To know a performance is sharing music with an audience.</p>	<p>To know some songs have a chorus or a response/answer part.</p>	<p>To know that unison is everyone singing at the same time.</p>



trumpet clarinet	To know that the higher the tempo, the faster the piece of music.			
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