

## The Progression of Knowledge and Skills

<b>Musicianship:</b> Understanding Music	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.
<b>Listening:</b> Respond/Analyse	Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.
<b>Singing</b>	Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.
<b>Notation</b>	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F $\sharp$ , G, A D, A, C
<b>Playing Instruments</b>	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.
<b>Creating:</b> Improvising	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G  Improvise simple vocal patterns using 'Question and Answer' phrases.  Understand the difference between creating a rhythm pattern and a pitch pattern.

**Creating: Composing****Explore and create graphic scores:**

Create musical sound effects and short sequences of sounds in response to music and video stimulus.

Create a story, choosing and playing classroom instruments and/or soundmakers.

Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.

Use music technology, if available, to capture, change and combine sounds.

**Use simple notation if appropriate:**

Create a simple melody using crotchets and minims:

C, D

C, D, E

C, D, E, F

C, D, E, F, G

Start and end on the note C

F, G

F, G, A

F, G, A, C

F, G, A, C, D

Start and end on the note F

D, F

D, F, G

D, F, G, A

D, F, G, A, C

Start and end on the note D

**Performing**

Enjoy and have fun performing.

Choose a song/songs to perform to a well-known audience.

Prepare a song to perform.

Communicate the meaning of the song.

Add actions to the song.

Play some simple instrumental parts.

**Connecting Across the Curriculum****Topics include:**

- Counting
- Days of the week
- Parts of the body
- Counting backwards from 10
- Animals from around the world
- Insects
- Our planets
- PSHE
- Stories
- Shapes