

Upton Infant School We Are Brilliant Musicians!		Progression Map: Brilliant <i>Improvisers and Composers</i>	
Upton Infant School's Music Curriculum Rationale			
Brilliant <i>Improvisers and Composers</i> will:		• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	
Music Curriculum – Improvise and Compose			
Reception	Year One	Year Two	Next steps (Year Three)
Intent			
Brilliant musicians in Reception will represent their own ideas, thoughts and feelings through music. They will explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods. Make up new lyrics and vocal sounds for a given stimulus. They will make up a simple accompaniment using percussion instruments. They will create a musical class story inspired by a piece of music. They will explore the range and capabilities of voices through vocal play. They will improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low They will improvise a vocal/physical soundscape about a given stimulus. They will develop a song by composing new words and adding movements. They will compose a three-beat body percussion pattern and perform it to a steady beat. They will improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to a piece of music. They will invent and perform actions for new verses.	Brilliant musicians in Year One will experiment with and create sounds using the inter-related dimensions of music. They will create a dramatic group performance using props. They will compose music to march to using tuned and untuned percussion. They will experiment with timbre to create music inspired by a stimulus and draw the sounds using graphic symbols. They will explore using timbre, dynamics and pitch to tell a story. They will compose word patterns and melodies using mi-re-do (E-D-C). They will compose musical sound effects and short sequences of sounds in response to a stimulus. They will improvise question-and-answer conversations using percussion instruments. They will make up new lyrics and create short body percussion patterns to accompany a song. They will create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. They will attempt to record compositions with stick and other notations. They will create musical phrases from new word rhythms that children invent.	Brilliant musicians in Year Two will experiment with, create, select and combine sounds using the inter-related dimensions of music. They will improvise rhythms along to a backing track using the note C or G. They will select instruments and compose music to reflect an animal's character. They will experiment with timbre to create music inspired by a stimulus and draw the sounds using graphic symbols. They will compose a sequence of sounds in response to a given stimulus. They will compose 4-beat patterns. They will structure short musical ideas to form a larger piece. They will compose musical sound effects in response to a stimulus and improvise question-and-answer conversations using percussion instruments. They will compose an accompaniment using tuned percussion (playing chords and creating sound effects). They will create action patterns in 2- and 3-time. They will create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. They will attempt to record compositions with stick and other notations. They will compose rhythm patterns to accompany a song.	
Planning considerations for teachers			
• Are children given opportunities to think of their own musical ideas? • Do children know how to make different sounds on instruments? • Are children able to explore their own voices and the musical vocal sounds they can make? • Is there enough space for the children to work in groups without being disturbed by other children's work?	• Are children given opportunities to think of their own musical ideas? • Are children given opportunities to make up their own rhythms and melodies on instruments? • Are children given opportunities to make up their own rhythms and melodies using their voices? • Is there enough space for the children to work in groups without being disturbed by other children's work?	• Are children given opportunities to think of their own musical ideas? • Are children given opportunities to make up their own rhythms and melodies on instruments? • Are children given opportunities to make up their own rhythms and melodies using their voices? • Is there enough space for the children to work in groups without being disturbed by other children's work?	
Knowledge and skills (split into the inter-related dimensions of music)			
Duration – the length of time each sound lasts for			
Brilliant musicians... Know that sounds can be long or short <i>and that this is duration</i>	Brilliant musicians... 1• Know that sounds (or silence) can be long or short <i>and that this is duration</i> 2• Know that rhythm is a pattern of sounds and silences of different lengths. 3• Know that in much music, the rhythm of the piece fits around a steady pulse. 4• Know that in a song, the rhythm fits with the syllables of the words (lyrics). 5• Know that the length of a sound (or silence) can be represented using simple written symbols.	Brilliant musicians... 1• Know that sounds (or silence) can be long or short <i>and that this is duration</i> 2• Know that note lengths and silences can be represented by rhythmic syllables. 3• Know that rhythm can be represented using written notation of different kinds e.g. Morse Code or SOLFA symbols. 4• Know that rhythms can be added to songs to provide effective accompaniments 5• Know that in Western 'stave' notation, notes of different lengths are called: Crotchet: 1 beat Quaver: ½ beat	Brilliant musicians... Know that sounds (or silence) can be long or short <i>and that this is duration</i> Know that note lengths and silences can be represented by rhythmic syllables. Know that rhythm can be represented using written notation of different kinds. Know that rhythms can be divided into small sections – bars - according to the 'metre' – the grouping of pulse beats e.g. in 2s, 3s, 4s, 5s etc. Know that rhythms can be added to songs to provide effective accompaniments Know that in Western 'stave' notation, notes of different lengths are called: Crotchet: 1 beat Quaver: ½ beat Minim: 2 beats

Pitch – the range of sounds between high and low			
Brilliant musicians... Know that sounds can be high or low <i>and that this is pitch</i>	Brilliant musicians... 6• Know that sounds can be high or low and move from one to the other <i>and that this is pitch</i> 7• Know that pitch can be represented aurally in different ways, including using SOLFA pitch names and hand signs.	Brilliant musicians... 6• Know that sounds can move by steps and leaps <i>and that this is pitch</i> 7• Know that pitch can be represented aurally in different ways, including using SOLFA pitch names and hand signs. 8• Know that pitch can be represented using various forms of notation, including graphic scores and 'dot' notation. 9• Know that in traditional Western music, pitches are named using the first 7 letters of the alphabet: ABCDEFG.	Brilliant musicians... Know that melodies have a shape; recognising step-like patterns rising or going down in pitch (scales). Know that pitch can be represented using various forms of notation, including graphic scores and 'dot' notation. Know that in traditional Western music, pitches are named using the first 7 letters of the alphabet: ABCDEFG. This harmonic cycle then repeats an octave (8 steps) higher or lower.
Dynamics – how loud or quiet sounds are			
Brilliant musicians... Know that sounds can be loud or quiet <i>and that this is dynamics</i>	Brilliant musicians... 8• Know that sounds can be loud or quiet <i>and that this is dynamics</i> 9• Know that sounds can get louder or quieter	Brilliant musicians... 10• Know that sounds can be loud or quiet <i>and that this is dynamics</i> 11• Know that changes in dynamics are used to add contrast or to create a particular effect	Brilliant musicians... Know that sounds can be loud or quiet <i>and that this is dynamics</i> Know that dynamics are expressive elements in music that are used to achieve particular effects and moods
Tempo – how fast or slow a piece of music is			
Brilliant musicians... Know that music can be fast or slow <i>and that this is tempo</i>	Brilliant musicians... 10• Know that tempo in music means speed – fast; walking pace; slow; getting faster; getting slower 11• Know that the tempo is set by the speed of the pulse 12• Know that the tempo can change	Brilliant musicians... 12• Know that tempo in music means speed – fast; walking pace; slow; getting faster; getting slower 13• Know that tempo is set and maintained by the speed of the pulse 14• Know that the tempo can change	Brilliant musicians... Know that the speed of music can change gradually or suddenly Know that tempo is an expressive element in music that is used to achieve particular effects and moods.
Pulse – the heartbeat of a piece of music			
Know that the pulse is the heartbeat of the music	13• Know that the pulse is the heartbeat of the music	15• Know that the pulse is the heartbeat of the music	Know that the pulse is the heartbeat of the music Know that music can be in 2- 3- 4- time, etc. and are starting to hear the stronger beat in the pulse
Timbre – the different kinds of sounds (<i>such as string, metal, wind and wood</i>)			
Brilliant musicians... Know the names of some instruments Know that a range of materials and objects make different sounds <i>and that this is timbre</i>	Brilliant musicians... 14• Know the names of some of the instruments they hear 15• Know that there are different types of sounds such as vocal, body and sounds found around them and they can identify these <i>and know that this is timbre</i> 16• Know that a sound source can make a range of different sounds	Brilliant musicians... 16• Know that sounds can be grouped based on the way they are made, and some instruments can make more than one type of sound <i>and that this is timbre</i> 17• Know that an instrument can make a range of different sounds depending on how it is played.	Brilliant musicians... Know that every voice / instrument has its own unique sound quality Know that there are different families of orchestral instruments and how these instruments are played (wind, strings, percussion) Know that sounds can be selected and combined to produce a particular effect, mood or feeling.
Structure – the way music is organised into different sections			
Brilliant musicians... Know that music can tell stories <i>and that this is structure</i>	Brilliant musicians... 17• Know that music can tell stories <i>and that this is structure</i> 18• Know that pieces of music are organised in different ways, to give them shape – a beginning, middle and end. 19• Know that phrase is an important element of musical structure and helps to give the music a sense of direction – setting out and arriving.	Brilliant musicians... 18• Know that pieces of music are organised in different ways, to give them shape – a beginning, middle and end <i>and that this is structure</i> 19• Know that phrase is an important element of musical structure and helps to give the music a sense of direction – setting out and arriving. 20• Know that music sometimes has an echo.	Brilliant musicians... Know that a phrase is a melodic or rhythmic pattern, which functions as part of a musical sentence, giving the piece a sense of direction. Know that in a song, phrase length is usually determined by the meaning of the words and the punctuation used. Know that musical ideas can be improvised, fixed and organised in different ways - composition. Know that music can have repeated patterns (ostinato) and question and answer type phrases
Texture – how many different sounds there are			
Brilliant musicians... Know that there can be more than one sound at a time <i>and that this is texture</i>	Brilliant musicians... 20• Know that there can be more than one sound at a time <i>and that this is texture</i> 21• Know that sounds can be combined in different ways to create different effects.	Brilliant musicians... 21• Know that different layers of sounds are used in music to create texture 22• Know that sounds can be combined in different ways to create different effects.	Brilliant musicians... Know that pitched sounds can be layered in different ways to make harmony and create a particular mood or effect. Know that rhythms can be layered to create effective accompaniments and compositions.
Our promise to make musical learning brilliant			
• To have opportunities for children's musical compositions/improvisations to be performed and filmed/recorded and uploaded to Tapestry or the school website	• To have opportunities for children's musical compositions/improvisations to be performed and filmed/recorded and uploaded to the school website	• To have opportunities for children's musical compositions/improvisations to be performed and filmed/recorded and uploaded to the school website	