

 Upton Infant School		We Are  Musicians!		Progression Map: Brilliant <i>Listeners and Appraisers</i>	
Upton Infant School's Music Curriculum Rationale					
Brilliant musicians 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 – Listen and Appraise					
Reception		Year One		Year Two	
Intent					
Brilliant musicians in Reception will listen attentively and respond to what they hear. They will try to move in time with music.		Brilliant musicians in Year One respond to a range of high quality live and recorded music with growing musical understanding.		Brilliant musicians in Year Two will listen with concentration to a range of high quality live and recorded music where they can demonstrate their increasing knowledge of the interrelated dimensions of music.	
They will identify and describe contrasts in tempo and dynamics. They will begin to use musical terms (louder/quieter, faster/slower, higher/lower). They will respond to music in a range of ways e.g. movement, mark making, writing. They will develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi) They will enjoy moving freely and expressively to music. They will use appropriate hand actions to mark a changing pitch. They will listen to a piece of classical music and respond through dance. They will listen to a range of sea-related pieces of music and respond with movement. They will develop listening skills, identifying dynamics across a range of different musical styles. They will find the beat in a partner clapping game. They will listen to examples of other folk songs from North America.		They will listen and move in time to the song. They will respond to musical characteristics through movement. They will describe the features of a march using music vocabulary and recognise instruments in a marching band. They will listen to 'Aquarium', reflecting the character of the music through movement. They will identify a simple song structure and rhyme pattern. They will recognise the difference between a pattern with notes (pitched) and without (unpitched). They will listen actively by responding to musical signals and musical themes using movement. They will create a musical movement picture. They will move and rock to music to develop a sense of beat. They will recognise how graphic symbols can represent sound. They will copy short rhythm patterns by ear. They will respond to musical signals and musical themes using movement. They will develop awareness of duration and the ability to move slowly to music. They will create art work, drawing freely and imaginatively in response to a piece of music. They will notice how a change of pitch is used to create an effect. They will listen to a jig and move in time to the music. They will listen and copy patterns on voices and instruments.		They will listen to, recognise, and play echoing phrases by ear. They will listen and respond to music verbally or physically. They will identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. They will recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement. They will listen to Aquarium reflecting the character of the music through movement. They will listen to music in a minor key, recognising small steps in the music. They will listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). They will listen with attention to detail and recall sounds and patterns. They will recognise how graphic symbols can represent sound. They will listen to the music and create a 'minibeast' inspired dance. They will listen and move, stepping a variety of rhythm patterns. They will understand how beats can be grouped into patterns and identify them in familiar songs. They will move freely and creatively to music using a prop. They will listen and copy rhythm patterns. They will notice how a change of pitch is used to create an effect. They will listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.	
Planning considerations for teachers					
• Are children being given opportunities to listen to a wide range of musical genres and cultures? • Are children experiencing live music? • Are children able to talk about what they are listening to? • Are children given the space and freedom to move when they are listening to music?		• Are children being given opportunities to listen to a wide range of musical genres and cultures? • Are children experiencing live music? • Are children able to talk about what they are listening to linked to the inter-related dimensions?		• Are children being given opportunities to listen to a wide range of musical genres and cultures? • Are children experiencing live music? • Are children able to talk about what they are listening to linked to the inter-related dimensions? • Are children given the chance to express their opinions about the music they listen to?	
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).		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.	
				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	

	5• Know that the length of a sound (or silence) can be represented using simple written 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	'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 be given regular opportunities to listen to a wide range of music (genres, cultures and historical music) • To watch and listen to live music – Lytchett Minster Senior Band tour, Upton's Got Talent (peers), pantomime production visiting school	• To be given regular opportunities to listen to a wide range of music (genres, cultures and historical music) • To watch and listen to live music – Lytchett Minster Senior Band tour, Upton's Got Talent (peers), pantomime production visiting school	• To be given regular opportunities to listen to a wide range of music (genres, cultures and historical music) • To watch and listen to live music – Lytchett Minster Senior Band tour, Upton's Got Talent (peers), pantomime production visiting school, musical performance at Upton Junior School	