

 Upton Infant School We Are  Brilliant Musicians! Progression Map: Brilliant <i>Singers and Instrumentalists</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 – Sing and Play			
Reception	Year One	Year Two	Next steps (Year Three)
Intent			
Brilliant musicians in Reception will learn to sing a range of well-known nursery rhymes and songs. They will perform songs and rhymes with others. Brilliant musicians in Reception will explore and play with a wide range of media and resources. They will sing with a sense of pitch, following the shape of the melody with voices. They will mark the beat of a song with actions. They will use the voice to adopt different roles and characters. They will match the pitch of a four-note (la-so-mi-do) call-and-response song. They will sing a tune with 'stepping' and 'leaping' notes. They will play a steady beat on percussion instruments. They will perform actions to music. They will adapt to the changing speed of a song, marking the beat with actions. They will play a rhythmic accompaniment on percussion instruments. They will sing and play a rising and falling melody, following the shape with voices and on tuned percussion. They will sing in call-and-response and change voices to make a buzzing sound. They will play an accompaniment using tuned and untuned percussion and recognise a change in tempo. They will sing and play songs with a call-and-response structure and a stepping tune phrase (C-D-E). The ill play sea effects on tuned percussion instruments. They will play different instruments with control. They will sing a melody in waltz time and perform the actions. They will play a range of percussion instruments (replacing the action words with playing words). They will sing a song while performing a sequence of dance steps. They will play a two-note accompaniment, marking the pulse on tuned or untuned percussion.	Brilliant musicians in Year One will learn to use their voices musically through singing songs and speaking chants and rhymes. Brilliant musicians in Year One will learn how to play tuned and untuned instruments. They will sing a cumulative song from memory, remembering the order of the verses and playing classroom instruments to mark the beat. They will copy a leader, show pitch shape with actions and sing using me-re-do. They will sing a unison song rhythmically and in tune. They will play percussion instruments expressively representing the character of their composition. They will change voice to suit different characters while performing appropriate actions. They will play contrasting accompaniments to reinforce the verse structure. They will chant together rhythmically, marking rests accurately. They will play a simple ostinato on untuned percussion. They will sing an echo song while tapping the beat, and clap the rhythm understanding there is one beat for each syllable. They will sing a simple singing game and play a partner clapping game while singing a song. They will create, interpret and perform simple graphic scores. They will sing familiar songs in low and high voices, recognising higher and lower pitches. They will perform actions to music, reinforcing a sense of beat. They will sing and chant songs and rhymes expressively. They will sing a song that includes a time change from a march to a jig. They will play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre. They will sing either part of a call-and-response song. They will play the response sections on tuned percussion using the correct mallet hold.	Brilliant musicians in Year Two will learn to use their voices expressively and creatively through singing songs and speaking chants and rhymes. Brilliant musicians in Year Two will learn how to play tuned and untuned instruments musically. They will play a song's melody on a tuned percussion instrument. They will sing with good diction to emphasise words. They will sing a unison song rhythmically and in tune. They will play percussion instruments expressively representing the character of their composition. They will sing small intervals accurately and confidently, and vary dynamic contrast. They will play a piece following a graphic score. They will chant rhythmically and perform both in unison and in a round. They will chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. They will perform composed pieces for an audience. They will create, interpret and perform simple graphic scores. They will sing clearly articulated words, smoothly and together in time. They will match voices accurately in a singing game. They will mark the beat by tapping, clapping, and swinging to the music. They will sing and chant songs and rhymes expressively. They will learn an interlocking spoken part and perform a rock 'n' roll-style song confidently in two parts. They will play an introduction on tuned percussion. They will sing confidently in another language and play a cumulative game with spoken call-and-response sections. They will play an accompaniment on tuned percussion.	
Planning considerations for teachers			
• Are children given regular opportunities to sing? • Are children given opportunities to learn nursery rhymes and songs? • Are children given opportunities to perform songs and rhymes with others? • Are children given opportunities to explore and make sounds with everyday objects? • Are children given opportunities to play and explore instruments?	• Are children given regular opportunities to sing? • Are children given opportunities to speak chants and rhymes? • Are a variety of instruments available (tuned and untuned percussion)? • Do children know how to play instruments correctly?	• Are children given regular opportunities to sing? • Are children taught how to use their voices expressively? • Are children given opportunities to speak chants and rhymes? • Are a variety of instruments available (tuned and untuned percussion)? • Are children playing instruments correctly?	

• Are children given opportunities to make body sounds? • Are a variety of good quality instruments available? • Are children familiar with a range of instruments? • Do children know what each instrument sounds like? • Do children know how to make different sounds on instruments?	• Do children know what a drone is and how to play one? • How do children know when the right time to play their instrument is? • Can children hear and repeat a rhythmic phrase? • Do children know what an ostinato is?	• How do children know when the right time to play their instrument is? • Are children given opportunities to use a range of instruments?	
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			
• For children to be given the chance to play a wide range of high quality percussion instruments including glockenspiels, Bamboo Tamboo, Djembe drums • To have the opportunity to perform to an audience in 'Upton's Got Talent' • To sing regularly in class and in assemblies • To sing to an audience for the Harvest Assembly and Christmas performance • To be part of a pyramid singing strategy workshop event • To have the opportunity to sing in the school choir	• For children to be given the chance to play a wide range of high quality percussion instruments including glockenspiels, Bamboo Tamboo, Djembe drums • To have the opportunity to perform to an audience in 'Upton's Got Talent' • To sing regularly in class and in assemblies • To sing to an audience for the Harvest Assembly and Christmas performance • To have the opportunity to sing in the school choir	• For children to be given the chance to play a wide range of high quality percussion instruments including glockenspiels, Bamboo Tamboo, Djembe drums • To have the opportunity to perform to an audience in 'Upton's Got Talent' • To sing regularly in class and in assemblies • To sing to an audience for the Harvest Assembly, Christmas carol concert and end of year leavers' performance • To have the opportunity to sing in the school choir	