



Rawmarsh Ryecroft Infants School – Curriculum Progression Map

Music	<u>Values and Vision</u>		
	"Secure, Happy and Successful" Resilience - I always keep going Respect - I value everybody and everything Care - I look after my world and the people in it. Achievement - I try to be the best I can be Community - I am proud of where I belong		
Intent At Ryecroft Infant School, it is our intent that we make music an enjoyable learning experience by providing a high-quality music education which engages and inspires pupils to develop a love of music and their talents as musicians. We encourage children to participate in a variety of musical experiences to increase their self-confidence, creativity and sense of achievement.	Implementation The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities through the 'Charanga' scheme as well as the weekly singing assemblies, various concerts and performances. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.	Impact Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. Through a rich curriculum children should access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-awareness of others. Children are able to enjoy music, in as many ways as they choose – either as listener, creator or performer.	

Objectives and Vocabulary			
	FS2	Year 1	Year 2
Objectives	<u>ELG UTW</u> BI - To sing a range of well-known nursery rhymes and songs. BI - To perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	<u>National Curriculum</u> To begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes To begin to play tuned and untuned instruments musically To listen to a range of high-quality live and recorded music To begin to experiment, create, select and combine sounds using the inter-related dimensions of music.	<u>National Curriculum</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.
Vocabulary	Music, sound, clap, stamp, sing, pulse, dance, tap, repeat, copy, instrument, loud, quiet, beat	Chant, voice, rhyme, high, low, rhythm, instruments, pattern, repeat, blue, perform, similarities, differences, Glockenspiels, compose, play, notes, song, verse, steady beat	Pitch, tuned, untuned, pattern, tone, appraise, repetition, experiment, create

As Musicians we need to be able to

	FS2	Year 1	Year 2
Listening and Understanding (Appraising)	I can march to the beat of a drum. I can find the pulse in the music I listen to. I can talk about whether I like the music. I can listen to music carefully.	I can listen to a variety of music with some concentration (slower pieces). I can respond to a range of music. I can confidently identify and move to the pulse. I can talk about how music makes me feel or want to move. I can talk about some of the instruments that I hear in the music I am listening to. I can begin to make simple suggestions about what could make my own work better e.g. play faster or louder.	I can listen with concentration and understanding to a range of high-quality live and recorded music. I can review mine and other's performances and say what went well and what could be improved. I can make simple suggestions about what could make my own and others work better and make simple changes. I can respond to different moods in music, thinking about the changes in sound. I can hear the sounds made by different instruments in a piece of music. I can talk about the musical styles. I can begin to talk about the tempo and dynamics.
Singing and Performing	I can sing a few familiar songs. I can join in and sing nursery rhymes. I can tap out simple repeated rhythms.	I can sing a song along with the teacher and music. I can repeat a sung phrase. I can explore the different types of sounds that can be made with my voice. I can start and stop singing at the right time. I can begin to follow musical instructions from a leader. I can begin to share my music with an audience.	I can use my voice expressively and creatively by singing songs. I can sing notes from different pitches. I can sing songs by using my voice in different ways, e.g rapping. I can sing in unison with my class. I can explore singing solo. I can find a comfortable singing position. I can follow musical instruction from a leader or conductor. I can be aware of the audience when performing.
Playing	I can use an instrument to explore how sounds can change. I can explore the different sounds of instruments. I can make music using instruments. I can explore how sounds can change when using instruments.	I can repeat a rhythm on a tuned or untuned instrument. I can play a tuned and untuned instrument with some control. I can name some different instruments. I can treat instruments carefully and with respect.	I can play tuned and untuned instruments musically. I can name some of the notes being played. I can name some tuned and untuned instruments. I can play the instrument in time with a steady pulse.

		I can play an untuned or tuned instrument part within a song. I can begin to follow musical instructions from a leader when using an instrument.	I can follow musical instructions from a leader when playing an instrument.
Creating (Improvising and Composing)	I can tap out a simple repeated rhythm. I can use my voice to explore how sounds can change. I can experiment ways of making different music. I can begin to experiment with sounds and how they can be changed. I can make up simple songs and rhythms.	I can use my voice in a variety of ways. I can repeat a chant. I can say a rhyme along with the class teacher. I can experiment with and create a short piece of music with some control. I can select and combine sounds. I can make up tunes on the spot. I can work as a class or group to create a simple melody using two notes.	I can use my voice expressively and creatively by saying chants. I can experiment and create a short piece of music. I can select and combine sounds using the inter-related dimensions of music. I can improvise using three known notes. I can compose a simple two-note melody.

As Musicians we need to know...

	FS2	Year 1	Year 2
	I know and can name call-and-response songs, e.g. number songs, nursery rhymes etc. I know how to change my voice from deep to high. I know how to tap my knees to the beat of music. I know the names of different instruments. I know how to use an instrument. I know how to find the pulse.	I know what a pulse/ steady beat is. I know how to apply my knowledge of pulse to play a simple musical instrument such as a drum or chant. I know how sounds can be changed from high to low, know how to change my voice and the difference between a speaking and a singing voice. I know how to make a higher/ lower sound with my voice in response to gestures and visual patterns. I know and understand the difference between high and low notes. I know how to play a tuned instrument to a steady pulse/ rhythm and create a musical pattern.	I know how to change my voice sing, chat and rhyme expressively. I know how to play at least one tuned and untuned instrument. I know how to use an instrument to make a simple piece of music. I know the names of important musicians and how I feel about their music. I know how to discuss what I have heard in a piece of music.

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