

**CURRICULUM PROGRESSION GRID: MUSIC**

**KEY STAGE 1**

<b>Singing and Vocal Work</b>	<b>Playing and Performing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Listening and Appraising</b>
<p><b>NC Link</b> -Use their voices expressively by singing songs and speaking chants and rhymes.</p>	<p><b>NC Link</b> -Use their voices expressively by singing songs and speaking chants and rhymes. -Play tuned and un-tuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>NC Link</b> -Use their voices expressively by singing songs and speaking chants and rhymes. -Play tuned and un-tuned instruments musically -Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>NC Link</b> -Use their voices expressively by singing songs and speaking chants and rhymes. -Play tuned and un-tuned instruments musically -Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>NC Link</b> -Listen with concentration and understanding to a range of high-quality live and recorded music</p>
<b>Theme links</b>	<b>Theme links</b>	<b>Theme links</b>	<b>Theme links</b>	<b>Theme links</b>
<p><b>Builds on ELGs</b> Children explore using their voices to make different sounds.</p>	<p><b>Builds on ELGs</b> Explore sounds through body sounds and playing a range of objects – hitting, scraping, shaking, blowing.</p>	<p><b>Builds on ELGs</b> Explore sounds through playing instruments, body percussion and voice.</p>	<p><b>Builds on ELGs</b> Explore sounds through body sounds and playing a range of objects – hitting, scraping, shaking, blowing.</p>	<p><b>Builds on ELGs</b> Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>
<p><b>Intent</b> -Take part in singing. -Make long and short sounds using the voice. -Copy changes in pitch and follow a melody. -Sing with accuracy with a limited range of pitch. -Follow instructions for when to and how to sing.</p>	<p><b>Intent</b> -Copy sounds created by a leader. -Have a good understanding of timbre, dynamics and tempo when playing. -Demonstrate pulse when following a leader. -Perform to others</p>	<p><b>Intent</b> -Improvise using very simple rhythmic patterns: one or two notes -Use body percussion, voices and instruments with confidence and awareness of pulse. -Include call and response activities. -Integrate a basic knowledge of the interrelated dimensions of music, ie how rhythm and tempo are part of the creation.</p>	<p><b>Intent</b> -Create simple rhythmic patterns -Create a beginning, middle and end. -Create and show sounds by using picture/graphic notation. -Utilise body percussion, voices and instruments with confidence and awareness of pulse to create different effects.</p>	<p><b>Intent</b> Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>

## Vocabulary

<p><b><u>Pitch</u></b></p> <p>Melody, tune High, (getting) higher, going up Low, (getting) lower, going down Steps-jumps-slides</p> <p><b><u>Timbre</u></b></p> <p>Descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking.</p> <p>Words describing the qualities of sounds, such as; rattling, smooth, tinkling.</p> <p>Words relating to sound production, such as; hitting, shaking, scraping.</p>	<p><b><u>Tempo</u></b></p> <p>Fast, (getting) faster Slow, (getting) slower</p> <p><b><u>Texture</u></b></p> <p>Solo Duet Ensemble Few - many</p>	<p><b><u>Duration</u></b></p> <p>Pulse, beat Start, stop Long, longer, sustained Short, shorter Rythm</p> <p><b><u>Structure</u></b></p> <p>Beginning – middle – end Phrase Verse - chorus</p>	<p><b><u>Dynamics</u></b></p> <p>Loud, (getting) louder Quiet, (getting) quieter</p> <p><b><u>Techniques</u></b></p> <p>Breathing Posture Singing, whispering, talking, humming Blowing Striking, hitting Shaking Plucking, strumming</p>
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## Glossary – Key Stage 1

- **Beat:** As for pulse. The words pulse and beat are generally used in the same way. However, beat tends to be used to describe the way pulse is grouped in music - some beats are stronger than others. The pattern of stronger and weaker beats is what makes a waltz (with three beats - strong, weak, weak) sound different to a march (with two beats - strong, weak, or four beats - strong, weak, medium, weak).
- **Chant:** Words spoken to a steady beat.
- **Dynamics:** The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.
- **Metre:** The grouping of beats into stronger and weaker beats.
- **Moving by step:** Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.
- **Moving by leap:** Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.
- **Phrase:** A group of sounds that make musical sense.
- **Pulse:** A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.
- **Rhythm:** A sequence of shorter and longer sounds that can fit to a steady beat.
- **Structure:** The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.
- **Tempo:** The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.
- **Timbre:** Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.