

<b>Progression of skills – Music – Foundation and KS1</b>			
	<b>Robins (Reception)</b>	<b>Woodpeckers (Yr 1/2)</b>	<b>Owls (Yr 2/3)</b>
<b>Performing - developing singing and instrumental skills</b>	<p>Sing songs in unison, primarily using so mi, so mi la, and mi re do.</p> <p>Focus on pitch matching (solo singing) using so mi tone set, initially teacher matching pupil.</p> <p>Perform body movements with a steady beat to unaccompanied songs and rhymes.</p> <p>Clap, tap and speak the pulse and rhythm (using the words of the song or rhyme).</p> <p>Move and dance to a variety of songs and recorded music.</p> <p>Explore and play a variety of untuned percussion instruments.</p> <p>Perform as a class to an audience.</p> <p>Identify speaking/whispering/singing voices.</p> <p>Show high and low sounds using body contours.</p>	<p>Sing in unison and solo using so mi, so mi la and mi re do.</p> <p>Continue to focus on pitch matching, with the emphasis now on pupil matching teacher, initially using so mi tone set at various pitches.</p> <p>Perform body movements to fast and slow songs, rhymes and recorded music.</p> <p>Clap, tap and speak the pulse and rhythm using ta and titi, and recognise ta and titi written pictorially.</p> <p>Move and dance to a variety of songs and recorded music.</p> <p>Explore and play a variety of untuned and tuned percussion instruments.</p> <p>Perform as a class to an audience.</p> <p>Identify loud and quiet using forte/piano and largo/presto for slow/fast.</p> <p>Show the difference between pulse and rhythm by clapping or tapping.</p> <p>Create and perform using a graphic score.</p> <p>Show high and low sounds using body contours.</p>	<p>Sing songs in unison and solo using the range of an octave. Introduce two part rounds.</p> <p>Ta and titi develop from picture representation to stick notation.</p> <p>Move and dance to a variety of songs and recorded music.</p> <p>Explore and play a variety of untuned and tuned percussion instruments.</p> <p>Perform as a class and in small groups to an audience.</p> <p>Identify the difference between pulse, rhythm and pitch.</p> <p>Perform rhythms using stick notation and simple melodies with standard notation on the staff.</p> <p>Use solfa handsigns to show so and mi.</p>

<p><b>Composing - creating and developing musical ideas</b></p>	<p>Improvise small elements of songs using vocal sounds. Explore and experiment with a range of untuned percussion instruments.</p>	<p>Improvise small elements of songs including vocal sounds and words. Explore and experiment with a range of untuned and tuned percussion instruments. Create and play from a graphic score. Compose a short rhythm using pictorial rhythms in groups and individually. Compose a class piece.</p>	<p>Improvise larger elements of songs. Compose a short rhythm using stick notation individually. Join these together to compose a class piece. Compose in small groups responding to different stimuli (art/environment/images without sound). Compose an accompaniment for a known song in small groups using tuned percussion. Use an ostinato drawn from a sticky rhythm to create a group piece.</p>
<p><b>Listening - using key terms to express understanding of music</b></p>	<p>Listen and move creatively to music linked with class themes.</p>	<p>Find and recognise the pulse in simple songs and rhymes. To understand the difference between clapping/tapping the pulse and the rhythm. Listen and respond to the Carnival of the Animals.</p>	<p>Identify pulse in more complex songs and some recorded music.</p>
<p><b>Appraise and evaluate - responding to and reviewing recorded and live music</b></p>	<p>Children represent their own ideas, thoughts and feelings through pictures and discussion using non-musical terms eg, I liked it/It made me feel sad etc</p>	<p>Discuss recorded music and their own music, thinking about what they liked and disliked. Respond to the Carnival of the Animals thinking about whether the music paints a good picture of the animal. What could make their own music better?</p>	<p>Respond to live and recorded music thinking about how it made them feel. Discuss and evaluate recorded music and their own compositions using appropriate musical language, including pulse, rhythm, pitch and dynamics.</p>