

Writtle Infant School Music Curriculum: Progression of Learning

Skill	EYFS	Year 1	Year 2
<p>Listen & Appraise</p> <p><i>Charanga music scheme</i></p> <p><i>Music from a range of styles, genres and eras</i></p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move and talk about music, expressing feelings and responses.</p> <p>Describe sounds using the terms: high, low, loud, quiet, fast, slow.</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Talk about music heard using appropriate vocabulary.</p> <p>We use songs and lessons from BBC Teach to support the music element of our cross-curricular topics.</p> <p>Clap along with the pulse in music.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Pitch: recognise, high, low and middle sounds ● Pulse: identify and demonstrate a pulse ● Dynamics: identify and demonstrate loud and quiet sounds ● Tempo: understand fast and slow 	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Say how a piece of music creates a mood and use musical knowledge to explain how the mood is created. E.g. fast beats in music make us happy.</p> <p>We use songs and lessons from BBC Teach to support the music element of our cross-curricular topics.</p> <p>Compare two pieces of music.</p> <p>Build on the key concepts in Year 1:</p> <ul style="list-style-type: none"> ● Timbre: identify different percussion sounds. ● Texture: identify whether they are hearing one or many layers of sounds in a piece of music.
<p>Musical Activities</p>	<p>Combine different movements with ease and fluency.</p> <p>Engage in music making.</p> <p>Represent ideas, thoughts and feelings through music and dance.</p>	<p>Use the correct technique when playing a range of instruments.</p> <p>Keep a steady beat/copy and follow a simple rhythm pattern.</p> <p>Create and clap own rhythms.</p>	<p>Play with control and follow hand signals from a leader including getting louder/quieter; faster/slower.</p> <p>Compose patterns of sound.</p> <p>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p> <p>Copy back a rhythm pattern on one note on tuned percussion.</p> <p>Use tuned instruments to perform a repeated pattern to accompany a song.</p>
<p>Perform & Share</p>	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or individually, increasingly matching pitch and following melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Handle percussion instruments with control.</p>	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p> <p>Perform to an audience.</p>	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <p>Start and stop together on direction.</p> <p>Perform to an audience as a group or individually.</p> <p>Play tuned and un-tuned instruments musically.</p>