



Burbage C of E Infant School Music Progression Ladder 2021

Statement of Intent

To bring pupils together in a creative, collaborative and celebratory way. To form a love of listening to fellow pupils when performing and share a joy of music together.

KS1 National Curriculum Aims
Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Early Years Outcomes
Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music.

<u>Listen and Appraise, Singing, Playing</u>		
Reception	Year 1	Year 2
Skills		
<ul style="list-style-type: none"> Children can sing echo songs and perform movements to a steady beat. Children can explore singing at different speeds and pitch to create moods and feelings. Children can discover how to use the voice to create loud and soft sounds. Children can play instruments to a steady beat. Children can understand how to hold and play an instrument with care. Children can explore the different sounds instruments make. Children can choose an instrument to create a specific sound. Children can express feelings in music by responding to different moods in a musical score. Children can listen to music and respond by using hand and whole body movements. Children can listen to different sounds (animal noise, water, etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> Children can enjoy moving to music by dancing, marching, being animals or pop stars. Children can sing notes of different pitches (high and low). Children can make different types of sound with their voices – rap or say words in rhythm. Children can start and stop singing when following a leader. Children can treat instruments carefully and with respect. Children can play a tuned instrumental part with the song they perform. Children can play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one note, simple or medium part). Children can listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Children learn about voices singing notes of different pitches (high and low). Children learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Children learn to find a comfortable singing position. Children learn to start and stop singing when following a leader. Children learn to treat instruments carefully and with respect. Children learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one note, simple or medium part). Children can play the part in time with the steady pulse. Children can listen to and follow musical instructions from a leader. Children learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Children learn how songs can tell a story or describe an idea.



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Reception	Year 1	Year 2
Knowledge		
<ul style="list-style-type: none"> • Children know what quiet and loud sounds are. • Children know that hitting, tapping or patting an instrument/object will make a sound. • Children know that using parts of your body can make different sounds, eg. clapping or stamping. • Children know that music can make you feel different ways. 	<ul style="list-style-type: none"> • Children know five songs off by heart. • Children know what the songs are about. • Children know and recognise the sound and names of some of the instruments they use. • Children know how to confidently sing or rap five songs from memory and sing them in unison. • Children know the names of the notes in their instrumental part from memory or when written down. • Children know the names of the instruments they are playing. 	<ul style="list-style-type: none"> • Children know how to sing five songs confidently and from memory. • Children know that unison is everyone singing at the same time. • Children know songs include other ways of using the voice, eg. rapping (spoken word). • Children know why we need to warm up our voices. • Children know the names of the notes in their instrumental part from memory or when written down. • Children know the names of untuned percussion instruments played in class. • Children know five songs off by heart. • Children know some songs have a chorus or a response/answer part. • Children know that songs have a musical style.
Vocabulary		
<p>Loud, quiet, soft, pitch, beat, speed. Instrument, music, playing music, creating music, song. Feelings, eg. happy, sad or excited. Animal names to match with sounds. Voice, movement, listen, concentrate.</p>	<p>Pulse, rhythm, pitch, rap improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p>



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Improvisation, Composition, Performance		
Reception	Year 1	Year 2
Skills		
<ul style="list-style-type: none"> Children can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music. 	<ul style="list-style-type: none"> Children can use the improvisation tracks provided to improvise using three challenges: <ul style="list-style-type: none"> Clap and Improvise – listen and clap back, then listen and clap their own answer (rhythm of words). Sing, Play and Improvise – use voices and instruments, listen and sing back then listen and play back their own answer using one or two notes. Improvise – take it in turns to improvise using one or two notes. Children can help to create a simple melody using one, two or three notes. Children learn how the notes of the composition can be written down and changed if necessary. Children can choose a song they have learnt from the Scheme and perform it. Children can add their ideas to the performance. Children can record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Children can use the improvisation tracks provided to improvise using three challenges: <ul style="list-style-type: none"> Clap and Improvise – listen and clap back, then listen and clap their own answer (rhythm of words). Sing, Play and Improvise – use voices and instruments, listen and sing back then listen and play back their own answer using one or two notes. Improvise – take it in turns to improvise using one or two notes. Children can help to create three simple melodies with the Units using one, three or five different notes. Children learn how the notes of the composition can be written down and changed if necessary. Children can choose a song they have learnt from the Scheme and perform it. Children can add their ideas to the performance. Children can record the performance and say how they were feeling about it.
Knowledge		
<ul style="list-style-type: none"> Children know that how to move their body in time with the beat of the music. Children know and recall the lyrics of some songs. 	<ul style="list-style-type: none"> Children know that improvisation is making up your own tunes on the spot. Children know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and it belongs to them. Children know that everyone can improvise. Children know that composing is like writing a story to music. Children know that everyone can compose. Children know that a performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> Children know that improvisation is making up your own tunes on the spot. Children know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and it belongs to them. Children know that everyone can improvise and you can use one or two notes. Children know that composing is like writing a story to music. Children know that everyone can compose. Children know that a performance is sharing music with an audience. A performance can be a special occasion, and involve a class, year group or a whole school. An audience can include their parents and friends.



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Vocabulary		
Beat, song, rhyme, listen, perform, lyrics, move	Pulse, rhythm, pitch, rap improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel