



Burbage C of E Infant School Music Progression Ladder

Statement of Intent

We aim to offer high quality music education to all, that brings pupils together in a creative, collaborative and celebratory way. We want to engage and inspire children to form a love of music and, in turn, increase their self-confidence, creativity and sense of achievement. We provide children with opportunities to celebrate each other, listening to fellow pupils when performing. We encourage children to share a joy of music together.

Development Matters- Children in Reception (non-statutory curriculum guidance for EYFS)	KS1 National Curriculum Subject Content
Expressive Arts & Design Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play instruments with increasing control to express their feelings and ideas. Explore and engage in music making and dance, performing solo or in groups.	Pupils should be taught to: 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.

<u>Listen and Appraise, Singing, Playing</u>		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<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 discuss how it makes them feel. Children can listen to different sounds (animal noise, water, etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> Children can begin to use their voices expressively to sing notes of different pitches (high and low) in songs. Children can make different types of sound with their voices by speaking chants and rhymes. Children can start and stop singing when following a leader. Children can treat instruments carefully and with respect. Children can play an untuned and tuned instrumental part musically with the song they perform. Children can listen to and follow musical instructions from a leader. Children can move by dancing, marching, etc in response to music. Children can listen with concentration to a range of high-quality recorded music. Children can listen to high-quality live music. Children can experiment with dynamics (volume), tempo (speed), beat, pitch, rhythm, pulse. 	<ul style="list-style-type: none"> Children can use their voices expressively to sing notes of different pitches (high and low) in songs. Children can make different types of sounds with their voices creatively (by saying words in rhythm) Children can find a comfortable singing position. Children can start and stop singing when following a leader. Children can treat instruments carefully and with respect. Children can play an untuned and tuned instrumental part musically 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 can move to music by dancing, marching etc Children can listen with concentration and understanding to a range of high-quality recorded music.



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		<ul style="list-style-type: none"> • Children can listen to high-quality live music. • Children can experiment with dynamics, tempo, beat, pitch, rhythm, pulse (inter-related dimensions of music).
Substantive 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 instruments they are playing. • Children know some inter-related dimensions of music. 	<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. • Children learn how songs can tell a story or describe an idea. • Children know a range of inter-related dimensions of music.
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>Voice, singing, chants, rhymes, tuned, untuned, instrumental, live, recorded, 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>Voice, singing, chants, rhymes, tuned, untuned, instrumental, live, recorded 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
Disciplinary Knowledge		
<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: 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 create a simple melody selecting and combining up to three notes. 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: 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 create three simple melodies selecting and combining up to 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.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know 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. 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.
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, rap, Reggae, glockenspiel