



ST BREOCK SCHOOL

EYFS/KS1 MUSIC SKILLS PROGRESSION MAP

	Beacons (FS1)	FS2	YEAR 1	YEAR 2
Singing	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs.</p> <p style="text-align: center;">Friendship/Courage/Excellence</p>	<p>Sing in a group or own their own, increasingly matching the pitch and following the melody. Perform in school termly class choir competition.</p> <p style="text-align: center;">Friendship/Courage/Excellence</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Simple songs – with a small range. Pentatonic songs. Call and response songs. Perform in school termly class choir competition.</p> <p style="text-align: center;">Friendship/Courage/Excellence</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics and tempo and demonstrate these when singing by responding to the leader's direction. Perform in school termly class choir competition. Perform in the class choir at the Spring Concert. Perform in the class choir at Wadebridge Music Festival.</p> <p style="text-align: center;">Friendship/Courage/Excellence</p>
Listening *This is a suggested list for the class teacher to supplement and exchange with topic linked pieces.	<p>Listen with increased attention to sound. Respond to what they have heard, expressing their thoughts and feelings.</p> <p style="text-align: center;">Equality/Respect</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Take part in whole school</p> <p style="text-align: center;">Equality/Respect/Friendship/Excellence</p>	<p>Listen to recorded and live performances from a range of contexts and discuss story, origin, history & social context. Rondo alla Turca –Mozart - Classical Mars from The Planets – Holst - 20th C Wild Man – Kate Bush - Art Pop Runaway Blues – Ma Rainey - Blues Fanfarra – Sergio Mendes - Samba</p> <p style="text-align: center;">Equality/Respect/Friendship/Excellence</p>	<p>Listen to recorded and live performances from a range of contexts and discuss story, origin, history & social context. Night Ferry – Anna Clyne - 21st C Bolero – Ravel - 20th C Hound Dog – Elvis Presley - Rock n Roll With a little help from my friends – The Beatles</p> <p style="text-align: center;">Equality/Respect/Friendship/Excellence</p>
Composing	<p>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p style="text-align: center;">Determination/Courage/Excellence/Inspiration</p>	<p>Explore and engage in music making performing solo or in groups.</p> <p style="text-align: center;">Determination/Courage/Excellence/Inspiration</p>	<p>Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story choosing instruments or sound makers. Understand the difference between creating rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these. Use music technology to capture sound. Recognise how graphic notation can represent sound. Explore and invent own symbols.</p>	<p>Create music in response to non-musical stimulus. Work with a partner to improvise (sung & play) question and answer phrases. Use graphic symbols, dot notation & stick notation. Use music technology to capture, change and combine sounds.</p> <p style="text-align: center;">Determination/Courage/Excellence/Inspiration</p>

			Determination/Friendship/Courage/Excellence/Inspiration	
Musicianship	Be able to use and remember sequences and patterns of movements which are related to music. Determination/Friendship/Courage/Excellence	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Determination/Friendship/Courage/Excellence	<p>Pulse/Beat Walk, move or clap a steady beat with others changing speed as the tempo increases. Use body percussion. Respond to pulse in recorded/live music through movement or dance.</p> <p>Rhythm Perform short copy cat, short repeating & word rhythm patterns led by the teacher.</p> <p>Pitch Listen to sounds in the local school environment, comparing highs and lows. Sing songs in low and high voices. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.</p> <p>Determination/Friendship/Courage/Excellence</p>	<p>Pulse/Beat Understand the speed of beat can change, creating faster or slower pace = tempo. Mark the beat of a listening piece recognising tempo change. Walk in time to the beat of a piece of music & co-ordinate shared movement with others. Begin to group beats in twos & threes by tapping knees on the first beat and clapping the remaining beats. Identify the beat groupings in familiar music.</p> <p>Rhythm Play copycat rhythms & invent others on untuned percussion. Create rhythm using word phrases. Read and respond to chanted rhythm patterns & represent them with stick notation.</p> <p>Pitch Play a range of singing games based on the cuckoo interval. Sing short phrases independently within a singing game or short song. Respond independently within a singing game or short song. Respond independently to pitch changes heard in short phrases with an action. Recognise dot notation and match to 3 note tunes on tuned percussion. Determination/Friendship/Courage/Excellence</p>

Resources:

SingUp

Charanga Music

Rainbow Pond

BBC Ten Pieces