

Key Music concepts

At Glenfield Infant School, music is broken down into concepts that run through and between all year groups. The children are taught the vocabulary, declarative knowledge and procedural knowledge for each concept. There is a clear progression for each concept that outlines what children will be taught in each year group.

Singing	Playing instruments	Composing + improvising	Listening + responding
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Curriculum Overview for Music

<u>Year group/ Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year R	Exploring sound	Dynamics : Loud and Quiet	Tempo: Fast and Slow	Pitch: High and Low	Let the music tell the story	Let the music tell the story
Year 1	Musical Elements: Carnival of the Animals	Rhythm and pulse	Instrumental activities	We've got the rhythm	Singing games	Pitch
Year 2	Pitch	Rhythm and pulse	Instrumental activities	Note values + rhythm building	Singing games	Timbre, texture and pattern

Music National Curriculum Expectations

Year R	Key Stage 1
<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs 	Pupils should be taught to: <ul style="list-style-type: none"> 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.

Music Concept Skills progression

Singing

Year R	Year 1	Year 2
<ul style="list-style-type: none"> • Sing or chant small parts of songs or phrases as part of the whole school/class / group or solo with enjoyment. • Begin to develop a sense of melodic shape and rhythm in their singing. • Begin to change their singing voice to demonstrate changes in dimensions such as loud/quiet, fast/slow. 	<ul style="list-style-type: none"> • Enjoy singing chants and rhymes showing a sense of rhythm. • Follow the melodic shape of phrases and songs with some control. • Control long & short sounds • Control the tempo of their singing. • Follow simple instructions about how and when to sing. e.g. getting louder, slowing down. 	<ul style="list-style-type: none"> • Take part in singing songs following the melody well and showing an understanding of simple structures such as 'verse /chorus/verse' and 'call and response'. • Show the shape of a melody with their hand as they sing and follow this showing a developing vocal control.
<p>Vocabulary: speaking voice, singing voice, whispering voice, quiet voice, loud voice, low growly voice, high squeaky voice, different timbre of voices eg: “like a robot”, “like the queen”, “like Daddy Bear</p>	<p>Vocabulary: different vocal timbres, slide, jump, match my voice, echo, call & response, pitch, verse, chorus</p>	<p>Vocabulary: different vocal timbres, slide, jump, match my voice, echo, call & response, pitch, verse, chorus</p>

Playing Instruments

Year R	Year 1	Year 2
<ul style="list-style-type: none"> • To follow a conductor when playing instruments with increasing control. • To follow simple pictures or pictorial symbols when playing instruments • To play instruments to match the structure of recorded music • To begin to play instruments in time to a steady beat. • To enjoy playing a range of tuned and untuned instruments, recognising that they make different sounds and that they can be played in different ways e.g. tapping, scrapping or shaking. • Recognise the different sounds that instruments make when they are out of sight 	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments with control following a conductor's signals or written pictorial notation • To control long and short sounds using instruments. To tap rhythms to accompany words, eg tapping the syllables of names/topic words • To follow the simplified musical notation of 'black blobs' to follow simple recorded rhythmic patterns (ta, tete, rest) • To play instruments in time to a steady beat 	<ul style="list-style-type: none"> • Begin to use some traditional note values and Kodaly words (quavers, crotchets, one beat rest ta, tete rest) to play rhythms • Demonstrate an understanding of the 'Inter-Related Dimensions' of music when playing tuned or untuned instruments alone and as part of a group
<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) beat, rhythm, rhythm words based on syllables (ta, tete, rest)</p>	<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) beat, rhythm, rhythm words (two, ta, tete, rest), symbol, rhythm notation; crotchets, quavers, rest, stave</p>

Composing and Improvising

Year R	Year 1	Year 2
<ul style="list-style-type: none"> • Follow a teacher's lead to create music based on a theme using a range of untuned instruments • Make sounds imaginatively to represent ideas • Explore different ways to make sounds e.g. loudly, quietly, smoothly, jerkily. 	<ul style="list-style-type: none"> • Choose instrumental sounds or sound makers to represent different things • Make sounds imaginatively to represent ideas demonstrating an understanding of the Inter-Related Dimensions of Music • Use instruments to represent a narrative or character and to convey a certain mood, 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds to fit a certain mood, character idea or event • Demonstrate an understanding of simple musical structures such as ABA through own musical compositions • Perform simple musical patterns and soundscapes and record it using graphic scores and other simple notations. • Invent their own symbols to represent sounds and to arrange them to convey a simple narrative.
<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA</p>	<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA</p>

Listening and Responding

Year R	Year 1	Year 2
<ul style="list-style-type: none"> • Show enjoyment and preferences when listening to a range of live and recorded music. • Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing. • Begin to move in time to the pulse of the music. • Physically respond to changes in the music, e.g jumps in response to loud/sudden changes in the music. • Begin to copy simple, repeating clapping patterns sometimes keeping in time to a steady beat. • Copy simple repeating body movements to correspond to patterns within recorded or live music. 	<ul style="list-style-type: none"> • Show enjoyment and explain their preferences when listening to a range of live and recorded music • Keep in time to a steady beat through a range of copied actions such as clapping, tapping and marching. • Physically respond to changes in the music and explain how it has changed • Replicate familiar choreographed dances including circle songs. • Listen carefully and respond to repeated parts of the music that a teacher has identified showing their recognition of such features. • Explain how a piece of music makes them feel e.g. sad, excited. • Respond to live or recorded music through drawing or painting and be able to explain their responses. 	<ul style="list-style-type: none"> • To use success criteria to listen to and appraise the music of others and themselves • Listen attentively to a range of live and recorded music and begin to use simple music vocabulary of the 'Inter-Related Dimensions' to justify their preferences. • Keep in time to a steady beat through a range of actions and to be able to create their own repeating patterns using body percussion and movement. • Follow choreographed dances including circle songs remembering sequences of movement. • Use music vocabulary to explain features and changes in live and recorded music that a teacher has identified • Respond to live or recorded music through drawing or painting and be able to explain their responses using music vocabulary
<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, high, low, getting higher, getting lower, names of well known instruments, relating what they hear to pictures, characters, moods, emotions</p>	<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, high, low, getting higher, getting lower, names of well known instruments, relating what they hear to pictures, characters, moods, emotions</p>