

EYS and KS1 Music Scheme of Work and Progression of Skills

Reception

Autumn 1	Autumn 2
<p>Ideas base: Charanga Unit Me</p> <ul style="list-style-type: none">• Explore songs by internalising.• Sing echo songs.• Begin to show an appreciation of songs and how they make them feel.• Sing songs beginning to think about posture, facial expressions and diction.• Begin to find the pulse of songs using different actions.• Imitate simple rhythms using syllables.• Distinguish between high and low sounds.• Perform songs with actions, with others.	<p>Christmas Play Preparations.</p> <ul style="list-style-type: none">• Continue developing previous skills.• Sing with an awareness of the need for clear diction.• Begin to see the need to practise.• Stand with a growing awareness of posture.• Start to perform together.• Perform to an audience.

Spring 1

Ideas Base: Charanga Unit My Stories

- Continue developing previous skills.
- Explore singing at different speeds and pitch to create moods and feelings.
- Discover how to use the voice to create loud and soft sounds.
- Improvise and create own sounds, using the voice and objects around the classroom, to imitate sounds heard in the environment e.g. buzzing bee, motorbike. Children to give reasons for the sounds they have improvised e.g. I used a high sound because... My sound started low and suddenly jumped high because....
- Use tuned (1 note sound) and/or untuned percussion to indicate the pulse of a song.
- As a class, keep a steady pulse and then change to different word rhythms.
- Experiment with performing songs and music together with movements to a steady beat.

Spring 2

Ideas Base: Charanga Unit Everyone

- Continue developing previous skills.
- Show more of an appreciation of songs and their lyrics e.g. What is the song about? What are your feelings towards the music? Did any pictures or colours pop into your mind? What instruments could you hear?
- Children begin to create their own rhythms in addition to imitating teacher led ones.
- Play instruments correctly, tuned and untuned e.g. holding beaters and chime bars correctly and coordinating striking the bar.
- Explore the different sounds that instruments make.
- Use appropriate chime bars and glockenspiels to provide the pulse of a song.
- Follow a leader when playing instruments.
- Perform a song with a percussion accompaniment (tuned and untuned) on the pulse and notable word rhythms.

Summer 1	Summer 2
<p>Ideas Base: Charanga Unit Our World</p> <ul style="list-style-type: none"> • Continue developing previous skills. • Explore conventional and non-conventional instruments e.g. newspaper music. • Choose an instrument to create a specific sound and give a reason why. • Individually, begin to build short rhythms on tuned and untuned instruments. • As a class perform a song with a percussion accompaniment where the ideas have come from the children e.g. play the pulse, play certain word syllables or add sound effects. 	<p>Ideas Base: Charanga Big Bear Funk</p> <ul style="list-style-type: none"> • Continue developing previous skills. • Begin to give reasons for liking a particular song or for not liking it. How would they improve it? • Find the pulse to a song in an imaginative way. • Children identify word phrases in the song and clap their rhythms. • Create an ostinato by repeating a word phrase several times. • Create a class rhythm piece. Take a word phrase e.g. Big bears are dancing to the funky music. Everyone plays and says (or sings) this together. Repeat rhythm several times then stop and allow a child to create a riff by improvising a short rhythmic phrase. The Big bears dancing rhythm then starts up again. • Create class song piece by singing song and adding the above as an introduction, a chorus or an ending.

Year 1

Autumn 1

Ideas base: Charanga Unit Hey You!

- Begin to use musical language to talk about songs e.g. Tempo – Is the pulse of the song fast/slow/in between? Pitch – Do the sounds jump around from high to low or do they gradually move? Dynamics – How loud is the music? Do you like it that loud? Does it suit the song? Arrangement (Texture) – How is the song arranged? How many singers are there? Male or Female? How many instruments can you hear? Which ones? Are there any solos or do the instruments play altogether? What is the style of the music? How do you know?
- Reflect on music and say how it makes them feel, act and move.
- Continue to use the voice in different ways such as speaking, singing and chanting.
- Exercise the voice by imitating vocal warm-ups e.g. to la.
- Listen and clap back a short rhythm (imitate).
- Listen to a short rhythm (question) and clap back a short answer (improvisation).
- Sing songs moving in time to the pulse.
- Create a class end of unit performance by singing a song together and adding an accompaniment with a short

Autumn 2

Christmas Play Preparations.

- Use voices expressively and with clear diction.
- Stand with good posture.
- Understand about practise and the need for it.
- Learn about performance and confidence building.
- Start to perform together.
- Perform in front of an audience.
- Record performances and learn from playing them back.

introduction and ending. Play on the pulse, word/word phrase rhythms, for sound effects and/or create a short rap section. Encourage children to create own accompaniments perhaps working in groups.

- Explore own ideas, think how they could be improved and make changes e.g. change of instrument, way of playing instrument.

Spring 1

Ideas Base: Charanga Unit Rhythm in The Way We Walk and Banana Rap.

- Continue developing previous skills.
- Listen to and appraise different styles of music i.e. Reggae, Hip Hop and Pop. (See Autumn T1).
- Move in time (and in different styles) to different types of music.
- Learn to prepare for singing by warming up the body.
- Stand with good posture when singing.
- Begin to think about how to breathe correctly when singing. See how the stomach muscles work and encourage relaxed shoulders.
- Develop vocal tone and range through practicing vocal exercises.
- Sing and perform songs from different styles of music working towards a class performance of a song with the children showing good posture for singing, development in breathing and vocal range.
- Create a sequence of long and short sounds with help, including clapping longer rhythms.
- Investigate making sounds with instruments and the voice that are very different e.g. loud/quiet, fast/slow, high/low.

Spring 2

Ideas base: Charanga Unit In the Groove

- Continue developing previous skills.
- Explore the following different styles of music by listening to the same song produced in different styles i.e. Blues, Baroque, Latin, Bhangra, Folk and Funk. How are the styles different? What is it about them that is different/similar? Appraise the different pieces of music thinking about Tempo, Pitch, Duration, Texture, Dynamics and structure (as in previous units of work in Yr 1).
- Listen to a 2 note melody and play it back (imitating).
- Listen to a 2 note melody (question) and produce a 2 note melody back as an answer.
- Play instruments to the songs following simple graphic notation.
- Play instruments showing an awareness of others e.g. playing at an appropriate volume.
- Learn to play sounds with linking symbols.

Summer 1

Ideas Base: Charanga Unit Round and Round

- Continue developing previous skills.
- Explore the following different styles of music by listening to songs produced in different styles i.e. Bosna Nova, Latin, Film Music and Big Band Music. How are the styles different? What is it about them that is different/similar? Appraise the different pieces of music thinking about Tempo, Pitch, Duration, Texture, Dynamics and structure (as in previous units of work in Yr 1). Children should begin to show a liking for particular styles of music at this stage. Why do they like that particular style?
- In pairs, create question and answer responses using two notes.
- Add teacher led choreography to a song.

Summer 2

Ideas base: Charanga Unit Your Imagination

- Continue developing previous skills.
- Improvise a 2 note melody as an answer to a question, where a set amount of time is given for the answer (use backing track).
- Without prompting, confidently move in time to the steady pulse of a song.
- As a member of one group, create an action to go with the pulse of a song and perform it whilst another group performs a different action. Swap actions at a particular point in the song following a cue.
- As a class, write lyrics for a short section of a song and perform them over the coda section. Perform as an ensemble with the second group copying back the first group's lyrics.
- Add own choreography to a class performance of the song.

Year 2

Autumn 1

Ideas base: Charanga Hands, Feet and Heart

- Use musical language associated with Tempo, Pitch, Dynamics, Texture and Structure to talk about songs.
- Notice how music can be used to create different moods and effects and to communicate ideas.
- Study songs from a different culture and begin to explore style indicators for that style of music e.g. call and response, strong dance beat, energy level.
- Explore the structure of songs and recognise the instruments played in them.
- Continue to explore and create own responses, melodies and rhythms both individually and as an ensemble.
- Confidently find the pulse in a song.
- Improvise with making sounds with the voice.
- Improvise patterns keeping to a steady pulse.
- Perform together as an ensemble.

Autumn 2

Christmas Play Preparations.

- Continue developing previous skills.
- Sing with a sense of shape of the melody.
- Perform songs using creativity and expression and create dramatic effect.
- See the importance of working together in an ensemble.
- Look at how melodies and words should be interpreted.
- Sing with good posture and diction.
- Sing with a sense of breath control.
- Perform with a good sense of pulse and rhythm.
- Record performances and learn from playing them back.
- Perform to an audience.

Spring 1	Spring 2
<p>Ideas base: Charanga Ho Ho Ho for song suggestions (not Christmas based one!)</p> <ul style="list-style-type: none"> • Continue developing previous skills. • Continue to learn to play the instruments correctly and treat them with respect. • When playing as an ensemble learn how to join in and stop as appropriate – learn how to follow a leader/conductor. • Start to give simple conductor instructions for the ensemble to follow e.g. stop, start, louder, quieter. • Listen with more sustained concentration and understanding to extracts of music. • Continue to develop ability to comment, using appropriate musical language, on music heard and to give style indicators. • Begin to sort composers into different genres and instruments into different types. • Use voices expressively and creatively by singing songs and speaking chants. 	<p>Ideas base: Charanga I wanna play in a band.</p> <ul style="list-style-type: none"> • Continue developing previous skills. • Play and move between differentiated parts with a sound-before-symbol approach, according to ability. • Continue to create and perform own rhythmic and melodic patterns (1, 2 or 3 notes) within the context of the ensemble piece. • Begin to understand the difference between composition and improvisation. • Begin to recognise/identify the awareness of a link between shape and pitch, using graphic notation.

Summer 1

Ideas base: Zootime

- Begin to record class compositions together through graphic notation.
- Begin to individually record own melodies created, thinking about the link between shape and pitch when producing graphic notation symbols.
- Imitate and improvise more complex rhythms with an awareness of silence (rests).
- Begin to recognise that sounds need to be organised to be effective.
- Choose carefully and order sounds within simple structures such as a beginning, middle and end in response to given starting points.

Summer 2

Ideas base: Friendship Song

- Explore changes in pitch to communicate an idea.
- Use sounds to achieve an effect (including ICT).
- Listen to and begin to understand how to improve a composition.
- Understand how to control playing an instrument so that they sound as they should.
- Imitate and improvise melodies (3 notes) and short rhythms with confidence.
- Confidently move to the pulse.