



West Hove Infants- 'Aim High and Smile'



MUSIC PROGRESSION

Learning Expectations:

By the end of KS1, children will have learned 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.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	SKILLS	<ul style="list-style-type: none">• songs and rhymes-tuning into sound• sound walk• keeping a beat• percussion	<p>songs and rhymes</p> <ul style="list-style-type: none">• Body movement to show expression• Exploring sounds with different instruments• Copying rhymes• Showing emotion through music	<ul style="list-style-type: none">• names of percussion• controlled playing of simple percussion (fast/slow/loud/quiet)• ability to describe personal response to music	<ul style="list-style-type: none">• names of percussion• controlled playing of simple percussion (fast/slow/loud/quiet)• ability to describe personal response to music	<ul style="list-style-type: none">• listening to a range of music• copy and create simple rhythm patterns• talk about different ways in which simple percussion instruments are played	<ul style="list-style-type: none">• listening to a range of music• copy and create simple rhythm patterns• talk about different ways in which simple percussion instruments are played





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Context	<ul style="list-style-type: none"> Getting to know each other songs Where we live sound walk 	<ul style="list-style-type: none"> Goldilocks Teddy bears picnic 	<ul style="list-style-type: none"> People who help us Ambulance, police 	<ul style="list-style-type: none"> Chinese new year Babies Changes Growing up Spring time/new plants flowers 	<ul style="list-style-type: none"> dinosaurs 	<ul style="list-style-type: none"> water
	Vocabulary	Beat Notes Percussion Fast Slow Loud quiet	Beat Notes Percussion Fast Slow Loud quiet	Beat Notes Percussion Fast Slow Loud quiet	Beat Notes Percussion Fast Slow Loud quiet	Beat Notes Percussion Instruments rhythm
Ongoing throughout the year: <ul style="list-style-type: none"> Wonderful World of Me Singing assemblies Brain breaks 				Ongoing Vocabulary: <ul style="list-style-type: none"> Beat Notes Percussion Fast Slow Loud Quiet rhythm 		





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See also:

- Environment/Continuous provision planners [eng](#), [enq](#), [S](#)

ELG:

- Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Y1	Skills	<ul style="list-style-type: none"> • Create and respond to vocal sounds • Create and use vocal and body percussion sounds • Perform a steady beat • Create a rhythm pattern and steady beat • 	<ul style="list-style-type: none"> • Listening to a steady beat • Identifying and responding to changes in pitch, upwards and downwards • Reading pitch line notation • Playing pitch lines on tuned percussion • Combining pitch change with changes in other elements 	<ul style="list-style-type: none"> • Combining voices, movement and instruments • Keeping a steady beat • Performing and creating word rhythms • Responding to music in movement • Creating word rhythms 	<ul style="list-style-type: none"> • Make a steady beat in patterns with voices and body percussion. • Understanding how music can tell a story • Rehearse and perform with others. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Develop a sense of a steady beat • Identify changes pitch and respond to with movement • Identifying changes in pitch and responding to them with movement • Using sign language in a song 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Think of sounds that minibeasts make • Listen with concentration and understanding to a range of high-quality live and recorded music. • Recognise changes in timbre, dynamics and pitch.





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	Context	<ul style="list-style-type: none"> • Ourselves • Toys • Our bodies 	<ul style="list-style-type: none"> • Animals • weather 	<ul style="list-style-type: none"> • our school • travel 	<ul style="list-style-type: none"> • patterns • storytime 	<ul style="list-style-type: none"> • numbers • seasons 	<ul style="list-style-type: none"> • minibeasts • instruments sorting
	Vocabulary	Composition Vocal Body percussion Tuned Untuned Compose Perform Timbre dynamics	Pitch Tempi Tone Tuned Untuned Compose Perform Timbre	Tempo Perform Dynamics Rhythm	notation Tone Tuned Untuned Compose Perform Timbre dynamics	Pitch timbre Tempi Tone Tuned Untuned Compose Perform Dynamics Expression chant	Pitch expression Tempi Tone Tuned Untuned Compose Perform Timbre Dynamics Rhyme chants
Y2	Skills	<ul style="list-style-type: none"> • To perform • To compose • Create and respond to vocal sounds and body percussion • Use our vocal sounds to show expression 	<ul style="list-style-type: none"> • Create and perform instrumental music inspired by British myths and legends • Rehearse, develop and evaluate a composition. • concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • Recognise and respond to a steady beat • Recognise and respond beat at different tempi • Sing in two parts and combine steady beats 	<ul style="list-style-type: none"> • To perform changes in pitch using our voice • Understand changes in pitch • Create pitch lines for instrument percussion 	<ul style="list-style-type: none"> • To sing with expression , pitch and melody • Identify the pitch in a song • Compose music to illustrate a story • Accompany and perform a song • accompany and perform a chant 	<ul style="list-style-type: none"> • Understand pitch • Understand melody through songs and movement • Take part in singing, accurately following the melody.





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	Context	<ul style="list-style-type: none"> • Space dance- link with music • Our bodies • Toys - throughout history 	<ul style="list-style-type: none"> • Our land- link to superheroes 	<ul style="list-style-type: none"> • Rainforest instruments- making musical instruments • Our bodies • travel 	<ul style="list-style-type: none"> • Animals- link to rainforest • Number – link to Maths 	<ul style="list-style-type: none"> • Brazilian music • Seasons- link to seasons work in geography • Weather 	<ul style="list-style-type: none"> • Water- link to science – collecting rainfall • Travel – link to beach topic
	Vocabulary	Pitch Tempi Tone Tuned Untuned Compose Perform Melody Timbre dynamics	Pitch Tempi Tone Tuned Untuned Compose Perform Melody Timbre dynamics	Pitch Tempi Tone Tuned Untuned Ostinato beat	Pitch lines Tempi Tone Tuned Untuned Compose Perform Melody Timbre dynamics	Compose Expression Perform Melody Timbre dynamics	Pitch Tempi Tone Tuned Untuned Compose Perform Melody Timbre dynamics

