

## Music Progression

<b>Year 1</b>			
	<b>Improvise and Compose</b>	<b>Sing and Play</b>	<b>Listen and Appraise</b>
<b>Term 1</b>	<p>Participate in creating a dramatic group performance using kitchen themed props.</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols</p>	<p>Sing a cumulative song from memory, remembering the order of the verses</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call and response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p>	<p>Listen and move in time to the song.</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>
<b>Term 2</b>	<p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question and answer conversations using percussion instruments.</p>	<p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Create, interpret, and perform simple graphic scores.</p>	<p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p>Recognise how graphic symbols can represent sound.</p>
<b>Term 3</b>	<p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Create musical phrases from new word rhythms that children invent.</p>	<p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p>	<p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p>Listen and copy rhythm patterns.</p> <p>Listen and copy call and response patterns on voices and instruments.</p>

