


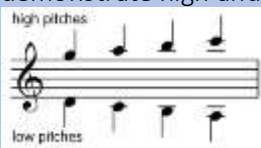



Music Progression of Skills

Musicianship– based on the Model Music Curriculum Y1&2

Year Group	Skill	Unit
1	Pulse/beat	
	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes	Menu Song Colonel Haiti's March 'Dawn' from Sea interludes Dancing and drawing to Nautilus Cat & Mouse
	Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.	Menu Song Football Cat & Mouse Come dance with me
	Respond to the pulse in recorded/live music through movement and dance	Menu Song Colonel Haiti's March 'Dawn' from Sea interludes Dancing and drawing to Nautilus Cat & Mouse
	Rhythm	
	Perform short copycat rhythm patterns accurately, led by the teacher	Football Come dance with me
	Perform short repeating rhythm patterns while keeping in time with a steady beat	Cat & Mouse
	Perform word-pattern chants; create, retain and perform their own rhythmic patterns examples below: 	Football Cat & Mouse Come dance with me
	Pitch	
	Listen to sounds in the local school environment comparing high and low sounds	Cat & Mouse
	Sing familiar songs in both low and high voices and talk about the difference in sound	Cat & Mouse
	Explore percussion sounds to explore storytelling	Magical musical aquarium Musical conversations Dancing and drawing to Nautilus
	Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum 	Musical conversations Cat & Mouse

2	Pulse/Beat	
	Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Tony Chestnut Carnival of the animals Grandma Rap Orawa Trains Swing-a-long with Shostakovich Tanczny Labada
	Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo	Tony Chestnut Carnival of the animals Grandma Rap Orawa Trains Swing-a-long with Shostakovich Tanczny Labada
	Walk in time to the beat of a piece of music or song (e.g. Swing-a-Long with Shostakovich or Oraway). Know the difference between left and right to support coordination and shared movement with others.	Tony Chestnut Carnival of the animals Grandma Rap Orawa Trains Swing-a-long with Shostakovich Tanczny Labada
	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats	Tony Chestnut Grandma Rap Orawa Swing-a-long with Shostakovich Tanczmy Labada
	Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. - in 3 The Elephant from Carnival of the Animals by Saint-Saën	Carnival of the Animals Orawa Swing-a-long with Shostakovich
	Rhythm	
	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion	Tony Chestnut Birdsong Trains Charlie Chaplin Tanczmy Labada
	Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).	Tony Chestnut
	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. 	Grandma Rap Trains Charlie Chaplin

<p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<p>Trains</p>
<p>Pitch</p>	
<p>Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p>	<p>Grandma Rap Tony Chestnut</p>
<p>Sing short phrases independently within a singing game or short song.</p>	<p>Birdsong Grandma Rap Trains Tanczmy Labada</p>
<p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) Recognise and use notation to demonstrate high and low pitch</p> 	<p>Charlie Chaplin</p>
<p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> 	<p>Tony Chestnut Birdsong Tanczmy Labada</p>