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Westdale Music Learning Progression for F2, Y1 and Y2, page 1 of 2.

		F1	F2	Y1	Y2
National Curriculum:		<p>See EYFS framework.</p> <p>“Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.”</p> <p>Westdale also adds the goals set out below to support music learning and the wider EYFS goals (see ‘Music and the EYFS Framework’ document).</p>		<p>Pupils should be taught to</p> <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. 	
		I KNOW:			
Progression in knowledge about the dimensions of music.	Pitch*	<p>I am beginning to understand that music can be changed to sound louder, quieter, higher, lower, faster, slower and to have different moods/characters (eg happy, sad, angry, sleepy)</p>	<ul style="list-style-type: none"> • how to distinguish between high and low sounds. 	<ul style="list-style-type: none"> • how to recognise repeated notes and sequences that step up/down. • what is meant by pitch and how to control the pitch of the voice. 	<ul style="list-style-type: none"> • how to recognise repeated notes, steps and (large) leaps up and down.
	Duration*		<ul style="list-style-type: none"> • how to feel the beat/pulse, keeping a steady beat. • how to distinguish between long and short sounds. 	<ul style="list-style-type: none"> • how to distinguish between beat/pulse and rhythm. 	<ul style="list-style-type: none"> • how to internalise beat/pulse and rhythm.
	Dynamics		<ul style="list-style-type: none"> • how to distinguish between loud and quiet sounds. 	<ul style="list-style-type: none"> • how to recognise changes in dynamics: loud, quiet and in-between. 	<ul style="list-style-type: none"> • how to distinguish between gradual and sudden changes in dynamics.
	Tempo		<ul style="list-style-type: none"> • how to distinguish between fast and slow sounds. 	<ul style="list-style-type: none"> • how to recognise gradual changes in pulse and whether the music is getting faster or slower. 	<ul style="list-style-type: none"> • how to distinguish between gradual and sudden changes in tempo.
	Timbre		<ul style="list-style-type: none"> • how to explore a range of sounds and soundmakers, including instruments, body sounds and found objects. • how to explore different ways of playing percussion instruments. • the names of some simple percussion instruments and how to recognise their sound. 	<ul style="list-style-type: none"> • how to recognise changes in timbre: eg smooth, crisp, scratchy, rattling, tinkly etc. • how to use vocal/body sounds to create different effects. • how instruments can be grouped into categories according to the way in which they are played (eg shake, tap, blow etc). 	<ul style="list-style-type: none"> • that there are four main families of orchestral instruments (percussion, strings, woodwind and brass). • how to identify 3/4 orchestral instruments from their sound and knowing their names.
	Texture		<ul style="list-style-type: none"> • how to distinguish between one sound and many sounds combined. 	<ul style="list-style-type: none"> • how sounds can be layered to create different expressive effects. 	<ul style="list-style-type: none"> • how notes can be combined to make different harmonic effects: next door notes and notes a leap apart.
	Structure		<ul style="list-style-type: none"> • how music can contain patterns of sound. 	<ul style="list-style-type: none"> • that music has a structure: eg beginning, middle and end, contrast and repetition, verse and chorus. 	<ul style="list-style-type: none"> • how to recognise and describe contrasting sections in short pieces of music, with reference to some of the interrelated dimensions.

* Likely to work on pitch and duration more frequently.

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Music Learning Progression for F1, F2, Y1 and Y2, page 2 of 2.

		F1	F2	Y1	Y2
		I KNOW:			
Progression in learning skills.	Singing**	<ul style="list-style-type: none"> I am beginning to find my singing voice. I can sing a range of well-known songs and nursery rhymes and perform songs and rhymes with others. I am beginning to match actions to my singing and move in time to music (eg by tapping the beat on instruments, marching, clapping or dancing) I am beginning to try to change my singing to sound higher, lower, faster and slower and to change the mood. 	<ul style="list-style-type: none"> how to find my singing voice. how to perform various simple songs and chants from memory, together with the group, accompanied and unaccompanied. how to sing short, simple phrases in a small group or alone. how to change my voice to alter the effect of a song (eg loud/soft, gently, angrily, spiky) 	<ul style="list-style-type: none"> how to sing in ensemble with increasing control. how to sing short phrases in small groups or alone. how to sing in 2 parts: echo songs/chants and ostinato songs. 	<ul style="list-style-type: none"> how to sing more challenging songs in ensemble with increasing control and expression. how to sing longer phrases/sections in small groups or alone. how to sing more challenging songs in at least two parts: Call and response songs, Conversation songs, rounds.
	Playing	<ul style="list-style-type: none"> I am beginning to change my playing of simple percussion to sound louder, quieter, faster and slower. 	<ul style="list-style-type: none"> how to play percussion instruments with control: adjusting between loud/quiet, fast/slow and high/low. how to keep a steady beat how to copy some short rhythms accurately using body percussion and instruments. 	<ul style="list-style-type: none"> how to make gradual changes in sound on percussion (dynamics and tempo). how to control long and short sounds on percussion. how to play a short, simple melody/phrase on glockenspiel accurately, with repeated notes and steps up/down, with a narrow range of notes (up to a 5th). 	<ul style="list-style-type: none"> how to play a non-percussion instrument (ukulele) with a sound technique, controlling pitch, pulse, dynamics and rhythm. how to maintain my own instrumental part in a group of at least two parts. how to play a more challenging glockenspiel melody accurately, with repeated notes, steps and leaps and a larger pitch range (up to an octave)
	Composing (creating & developing musical ideas)	<ul style="list-style-type: none"> I am beginning to experiment with instruments and noisemakers of various kinds. 	<ul style="list-style-type: none"> how to create simple musical representations of events, feelings, people and objects. how to create simple musical patterns or sequences (for example alternating two sounds) 	<ul style="list-style-type: none"> how to select and sequence sounds to illustrate a story or series of events, with some help. how to choose sounds carefully to achieve an effect. how a soundscape can be created by layering different sounds. how to compose an 8-beat rhythm on claves. how to compose a short, simple melody/phrase on the glockenspiel. 	<ul style="list-style-type: none"> how to improvise a simple, short rhythm within given parameters. how to compose a simple melody/phrase on a tuned instrument.
	Rehearsing	<ul style="list-style-type: none"> I can follow some verbal and non-verbal instructions within a routine session to make music with the group (eg sit, stand, listen, my turn, your turn). 	<ul style="list-style-type: none"> how to follow a range of instructions together with the group during sessions (eg my turn, your turn, all together, start, stop, be quiet, listen) 	<ul style="list-style-type: none"> how to follow non-verbal instructions from the leader (eg stop, be quiet, play/sing louder/more quietly). how to reflect on how my performance might be improved. 	<ul style="list-style-type: none"> how to reflect on ways to improve my own performance with greater attention to details such as diction, expression, breathing, neatness, facial expression, dynamics.
	Notating	<ul style="list-style-type: none"> I understand that pictures and objects can show which sounds or parts of a song come next. 	<ul style="list-style-type: none"> how to recognise musical ideas represented as objects, cues, signs and symbols. how to use symbols/pictures to represent a simple pattern of sounds. 	<ul style="list-style-type: none"> how to create and respond to some simple graphic notation to represent rhythm/pitch/timbre/dynamics. how to notate a simple 8-beat rhythm using symbols. 	<ul style="list-style-type: none"> how to read and respond to some standard notation including simple staff notation. how to notate a simple melody composition using staff notation.
	Listening and responding*	<ul style="list-style-type: none"> I am beginning to listen closely to sounds and respond appropriately in various ways eg movement/dance, copying rhythms/phrases, guessing and instrument or counting sounds. I know that there are lots of different kinds of music and musical instruments and I'm beginning to know some I enjoy. 	<ul style="list-style-type: none"> how to match movements to songs/other music. how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and responding by talking about it or by using movements. how to recognise simple contrasts in mood/character (eg happy, sad, angry) 	<ul style="list-style-type: none"> how music can be used to represent other things eg animals/emotions. how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and respond in various ways, developing a broader understanding of the range of music available. 	<ul style="list-style-type: none"> how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and responding in various ways, developing a broader understanding of the range of music available. how to recognise changes in mood/character.
	Describing and discussing		<ul style="list-style-type: none"> how to show understanding of the meaning of some simple words in relation to musical sounds eg high/low, fast/slow, short/long, loud/quiet. 	<ul style="list-style-type: none"> the meaning of an increasing range of appropriate vocabulary relating to the dimensions of music: Year 1: Dynamics, pitch, beat, rhythm, long, short, loud, quiet, high, low, step, slide, fast, slow, tempo, timbre, verse, chorus, soundscape, note, repeated note, ostinato, pattern, smooth, scratchy Year 2: Add: leap, stave, minim, crotchet, rest, mood, character, gradual, sudden, orchestra, woodwind, strings, brass, percussion, violin, flute, trumpet, appropriate ukulele vocabulary. 	

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** Singing skills and listening/responding to be developed continuously throughout the school year.



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