

Nonsuch Primary School

# Progression to Year 1

Music Document

---

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’;
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

### EYFS Music Skills

Being Imaginative and Expressive	Expressive Arts and Design Begin to use musical skills, including listening, repetition of melodies and composition.	Physical Development	Communication
<ul style="list-style-type: none"> <li>❖ Sing a range of well-known nursery rhymes and songs.</li> <li>❖ Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Listen with increased attention to sounds.</li> <li>❖ Respond to what they have heard, expressing their thoughts and feelings.</li> <li>❖ Remember and sing entire songs.</li> <li>❖ Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>❖ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>❖ Create their own songs or improvise a song around one they know.</li> <li>❖ Play instruments with increasing control to express their feelings and ideas.</li> <li>❖ Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>❖ Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>❖ Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sing a large repertoire of songs.</li> <li>❖ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>❖ Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>❖ Learn rhymes, poems and songs.</li> </ul>

### EYFS Music Knowledge

#### Autumn Me! / Christmas Production

To listen and respond to different styles of music

To embed the foundations of the interrelated dimensions of music

To learn to sing or sing along with nursery rhymes and action songs

To improvise leading to playing classroom instruments

To share and perform the learning that has taken place

### Spring Our World / Our Stories

To listen and respond to different styles of music

To embed the foundations of the interrelated dimensions of music

To learn to sing or sing along with nursery rhymes and action songs

To improvise leading to playing classroom instruments

To share and perform the learning that has taken place

### Summer Big Bear Funk / Reflect, Rewind and Replay

To listen and respond to different styles of music

To embed the foundations of the interrelated dimensions of music

To learn to sing or sing along with nursery rhymes and action songs

To improvise leading to playing classroom instruments

To share and perform the learning that has taken place

### Key Vocabulary

pulse, rhythm, pitch, singers, improvise, perform, melody pulse, high, low, voice, pattern, section, rhyme

### Link to Year 1:

#### Aims:

- ❖ To know songs off by heart
- ❖ To know what songs are about
- ❖ To know and recognise the sound and names of some instruments
- ❖ To know that music has a steady pulse, like a heartbeat
- ❖ To know that rhythms can be created from words
- ❖ To confidently sing or rap five songs from memory and sing them in unison
- ❖ To learn the names of the notes in their instrumental part from memory or when written down
- ❖ To learn the names of the instruments they are playing

#### Subject Content:

##### Listen and Appraise:

- ❖ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

##### Games:

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:

- ❖ To know what improvising is and be able to do it
- ❖ To know that composing is like writing a story with music
- ❖ To know a performance is sharing music with other people, called an audience

- ❖ Game 1 – Have Fun Finding. The Pulse! Find the pulse. Choose an animal and find the pulse
- ❖ Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
- ❖ Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy
- ❖ Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat
- ❖ Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

#### **Singing:**

- ❖ Learn about voices, singing notes of different pitches (high and low).
- ❖ Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- ❖ Learn to start and stop singing when following a leader.

#### **Playing:**

- ❖ Treat instruments carefully and with respect.
- ❖ Play a tuned instrumental part with the song they perform.
- ❖ Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).
- ❖ Listen to and follow musical instructions from a leader.

#### **Improvisation:**

- ❖ Use the improvisation tracks provided. Improvise using the three challenges:
- ❖ Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
- ❖ Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- ❖ Improvise! – Take it in turns to improvise using one or two notes

#### **Composition:**

- ❖ Help to create a simple melody using one, two or three notes.

- ❖ Learn how the notes of the composition can be written down and changed if necessary.

**Performance:**

- ❖ Choose a song they have learnt from the Scheme and perform it.
- ❖ They can add their ideas to the performance.
- ❖ Record the performance and say how they were feeling about it