

Oakwood Infant and Nursery School

Kapow Music Scheme of Work				
Subject Area – Music				
Progression of Skills				
Area of music	FS1	FS2	Year 1	Year 2
Listening	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and identifying high and low pitch.</p>	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p>	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>

	<p>Listening to and repeating simple lyrics.</p>	<p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p>	
<p>Composing</p>	<p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p>

			<p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>
<p>Performing</p>	<p>Using their voices to join in with well-known songs from memory.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>

			Performing from graphic notation	
Progression of Knowledge – The Inter-Related Dimensions of Music				
Pitch	To know that some notes sound different	To know what 'high' and 'low' notes are.	To know that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
Duration	To recognise that their voices can make long sounds	To recognise that different sounds can be long or short	To know that rhythm means a pattern of long and short notes	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
Dynamics	To know that instruments can be played in different ways	To understand that instruments can be played loudly or softly	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.
Tempo	To begin to recognise with support that different types of music make us feel and act differently e.g. fast JumpStart Jonny's and cool down Jumpstart Jonny's	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music	To understand that the tempo of a musical phrase can be changed to achieve a different effect.

	To recognise music that is 'fast' or 'slow'			
Timbre	To know that instruments make different sounds	To know that different instruments can sound like a particular character. To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
Texture	To recognise that you can play instruments at the same time	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
Structure	To recognise phrases that repeat multiple times within familiar songs such as 'ee-i-ee-i-o' in Old McDonald had a farm	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
Notation	To recognise that the play button will start an electronic song or musical piece	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.

EYFS		✦ <u>Exploring sound</u>	<u>Celebration music</u>	✦ <u>Music and movement</u>	<u>Musical stories</u>	✦ <u>Transport</u>	✦ <u>Big band</u>	
Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.	Listening	✓	✓	✓	✓	✓		
Exploring lyrics by suggesting appropriate actions.			✓	✓	✓	✓		
Exploring the story behind the lyrics or music.			✓	✓	✓		✓	
Listening to and following a beat using body percussion and instruments.		✓	✓	✓		✓	✓	
Considering whether a piece of music has a fast, moderate or slow tempo.		✓		✓	✓	✓	✓	
Listening to sounds and matching to the object or instrument.		✓	✓		✓		✓	
Listening to sounds and identifying high and low pitch.		✓		✓	✓		✓	
Listening to and repeating a simple rhythm.		✓	✓					
Listening to and repeating simple lyrics.				✓	✓	✓	✓	
Understanding that different instruments make different sounds and grouping them accordingly.		✓	✓			✓		✓

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Playing untuned percussion 'in time' with a piece of music.	Composing		✓				✓
Selecting classroom objects to use as instruments.			✓				✓
Experimenting with body percussion and vocal sounds to respond to music.		✓	✓	✓	✓	✓	
Selecting appropriate instruments to represent action and mood.			✓		✓		✓
Experimenting with playing instruments in different ways		✓			✓	✓	✓
Using their voices to join in with well-known songs from memory	Performing		✓	✓	✓		✓
Remembering and maintaining their role within a group performance		✓	✓		✓	✓	✓
Moving to music with instruction to perform actions			✓	✓	✓	✓	
Participating in performances to a small audience				✓	✓	✓	✓
Stopping and starting playing at the right time		✓	✓	✓	✓	✓	✓

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Key knowledge from the unit	To understand how to listen carefully and talk about what I hear.	To know that there are special songs we can sing to celebrate events.	To know that the beat is the steady pulse of a song.	To understand that a piece of music can tell a story with sounds.	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To know that an orchestra is a big group of people playing a variety of instruments together.
	To know that sounds can be copied by my voice, body percussion and instruments.	To understand that my voice or an instrument can match an action in a song.	To recognise music that is 'fast' or 'slow.'	To know that different instruments can sound like a particular character.	To know that the beat is the steady pulse of a song.	To know that music often has more than one instrument being played at a time.
	To understand that instruments can be played loudly or softly.	To know that moving to music can be part of a celebration.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand what 'high' and 'low' notes are.	To recognise music that is 'fast' or 'slow.'	To understand that performing means playing a finished piece of music for an audience.
	To know that music often has more than one instrument being played at a time.	To recognise that different sounds can be long or short.	To know that signals can tell us when to start or stop playing.			
		To recognise music that is 'fast' or 'slow.'				

Year 1	♦ <u>Pulse and rhythm</u> (All about me)	<u>Classical music, dynamics and tempo</u> (Animals)	♦ <u>Musical vocabulary</u> (Under the sea)	♦ <u>Timbre and rhythmic patterns</u> (Fairytale)	♦ <u>Pitch and tempo</u> (Superheroes)	<u>Vocal and body sounds</u> (By the sea)	
Recognising and understanding the difference between pulse and rhythm.	Listening	✓		✓	✓		
Understanding that different types of sounds are called timbres.				✓	✓		✓
Recognising basic tempo, dynamic and pitch changes			✓	✓	✓	✓	✓
Describing the character, mood, or 'story' of music they listen to (verbally or through movement)		✓	✓	✓	✓	✓	✓
Describing the differences between two pieces of music.			✓	✓	✓	✓	✓
Expressing a basic opinion about music (like/dislike)			✓			✓	✓
Listening to and repeating short, simple rhythmic patterns.		✓	✓		✓		
Listening and responding to other performers by playing as part of a group.		✓	✓	✓	✓	✓	✓

Year 1		✦ <u>Pulse and rhythm</u> (All about me)	<u>Classical music, dynamics and tempo</u> (Animals)	✦ <u>Musical vocabulary</u> (Under the sea)	✦ <u>Timbre and rhythmic patterns</u> (Fairytale)	✦ <u>Pitch and tempo</u> (Superheroes)	<u>Vocal and body sounds</u> (By the sea)
Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Composing		✓	✓	✓	✓	✓
Combining instrumental and vocal sounds within a given structure.		✓	✓	✓	✓		✓
Creating simple melodies using a few notes.				✓		✓	
Choosing dynamics, tempo and timbre for a piece of music.			✓	✓	✓	✓	✓
Creating a simple graphic score to represent a composition. <i>(NB Skill not covered in our condensed curriculum.)</i>							✓
Beginning to make improvements to their work as suggested by the teacher. <i>(NB Skill not covered in our condensed curriculum.)</i>				✓			

Year 1		♦ <u>Pulse and rhythm</u> (All about me)	<u>Classical music, dynamics and tempo</u> (Animals)	♦ <u>Musical vocabulary</u> (Under the sea)	♦ <u>Timbre and rhythmic patterns</u> (Fairytale)	♦ <u>Pitch and tempo</u> (Superheroes)	<u>Vocal and body sounds</u> (By the sea)	
Using their voices expressively to speak and chant.	Performing	✓	✓		✓		✓	
Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.		✓	✓					
Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.		✓						
Copying back short rhythmic and melodic phrases on percussion instruments.		✓		✓	✓			
Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.				✓	✓	✓	✓	✓
Performing from graphic notation. (NB Skill not covered in our condensed curriculum.)								✓

Year 1	♦ <u>Pulse and rhythm</u> (All about me)	<u>Classical music, dynamics and tempo</u> (Animals)	♦ <u>Musical vocabulary</u> (Under the sea)	♦ <u>Timbre and rhythmic patterns</u> (Fairytale)	♦ <u>Pitch and tempo</u> (Superheroes)	<u>Vocal and body sounds</u> (By the sea)
Key knowledge from the unit	To know that rhythm means a pattern of long and short notes.	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.	To understand that pitch means how high or low a note sounds.	To know that an instrument or rhythm pattern can represent a character in a story.	To understand that tempo can be used to represent mood or help tell a story.	To know that dynamics can change how someone listening feels about music.
	To know that pulse is the regular beat that goes through music.	To know that sounds can help tell a story.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.	To know that my voice can create different timbres to help tell a story.	To understand that 'tuned' instruments play more than one pitch of notes.	To know that your voice can be used as a musical instrument.
	To understand that the pulse of music can get faster or slower.	To know that tempo is the speed of the music.	To know that music has layers called 'texture'.	To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To know that following a leader when we perform helps everyone play together accurately.	To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
	To know that a piece of music can have more than one section, eg a verse and a chorus.	To know that dynamics means how loud or soft a sound is.				To understand that music can be represented by pictures or symbols.

Year 2		♦ <u>African call and response song (Animals)</u>	♦ <u>Orchestral instruments (Traditional Western stories)</u>	♦ <u>Musical me</u>	<u>Dynamics, timbre, tempo and motifs (Space)</u>	<u>On this island: British songs and sounds</u>	♦ <u>Myths and legends</u>
Recognising timbre changes in music they listen to.	Listening	✓	✓	✓	✓		✓
Recognising structural features in music they listen to.		✓	✓	✓	✓		✓
Listening to and recognising instrumentation.		✓	✓		✓	✓	✓
Beginning to use musical vocabulary to describe music.		✓	✓	✓	✓	✓	✓
Identifying melodies that move in steps.				✓			
Listening to and repeating a short, simple melody by ear.		✓		✓			
Suggesting improvements to their own and others' work.		✓	✓	✓	✓		✓

Year 2		♦ <u>African call and response song (Animals)</u>	♦ <u>Orchestral instruments (Traditional Western stories)</u>	♦ <u>Musical me</u>	<u>Dynamics, timbre, tempo and motifs (Space)</u>	<u>On this island: British songs and sounds</u>	♦ <u>Myths and legends</u>
Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Composing	✓	✓	✓	✓	✓	✓
Successfully combining and layering several instrumental and vocal patterns within a given structure.				✓	✓	✓	✓
Creating simple melodies from five or more notes.				✓	✓		
Choosing appropriate dynamics, tempo and timbre for a piece of music..		✓	✓	✓	✓	✓	✓
Using letter name and graphic notation to represent the details of their composition.		✓		✓	✓		✓
Beginning to suggest improvements to their own work.		✓	✓	✓	✓		

Year 2		♦ African call and response song (Animals)	♦ Orchestral instruments (Traditional Western stories)	♦ Musical me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	♦ Myths and legends
Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Performing	✓		✓	✓	✓	
Singing short songs from memory, with melodic and rhythmic accuracy.		✓		✓		✓	
Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.		✓		✓			✓
Performing expressively using dynamics and timbre to alter sounds as appropriate.		✓	✓	✓	✓	✓	✓
Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.				✓			

Year 2	♦ <u>African call and response song (Animals)</u>	♦ <u>Orchestral instruments (Traditional Western stories)</u>	♦ <u>Musical me</u>	<u>Dynamics, timbre, tempo and motifs (Space)</u>	<u>On this island: British songs and sounds</u>	♦ <u>Myths and legends</u>
Key knowledge from the unit	To know that dynamics can change the effect a sound has on the audience.	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that a 'soundscape' is a landscape created using only sounds.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.	I know that a graphic score can show a picture of the structure of music.
	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that 'notation' means writing music down so that someone else can play it.	To know that a composer is someone who creates music and writes it down.	To know that 'duration' means how long a note, phrase or whole piece of music lasts.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.			
	To understand that an instrument can be matched to an animal noise based on its timbre.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.				