

Subject Content	Reception	Year 1	Year 2
<p><b>Use the voice</b></p> <p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p><b><u>Development Matters, EMM.</u></b> <b>Build a repertoire of song and dances.</b></p>	<p><u>Drumming</u> - African songs and chants. Body percussion and language used as a starting point for teaching and creating rhythms and pulse. Clapping names, words on a theme e.g. foods</p>	<p><u>Drumming</u> - African songs and chants. Songs, words, phrases, chants and body percussion used with more complexity. Singing with percussion. Words and phrases are turned into more complex rhythms.</p>	<p><u>Drumming</u> African songs and chants.-Children now sing to more complex rhythms and music that they are creating themselves.</p>
	<p>Clapping syllables - register, names, new vocabulary.</p>	<p>Clapping syllables - register, names, new vocabulary.</p>	<p>Clapping syllables - register, names, new vocabulary..</p>
	<p>Days of the Week Song as part of Daily Maths Board</p>	<p>Days of the Week Song as part of Daily Maths Board</p>	<p>Days of the Week Song as part of Daily Maths Board</p>
	<p>Singing a wide variety of songs and action rhymes. Nursery rhymes. learn and perform in front of the class - links to home.</p>	<p>Learning and performing songs that link to the different areas of the curriculum including the Power of Reading.</p>	<p>Learning and performing songs that link to the different areas of the curriculum including the Power of Reading. Singing club including chants, rounds and harmonies. Performing at events and places e.g. The local Residential home.</p>
	<p>Clapping and singing commands. Listening to, learning and reciting poetry - listening to the rhythm of the words.</p>	<p>Clapping and singing commands. Listening to, learning and reciting poetry - listening to the rhythm of the words.</p>	<p>Clapping and singing commands. Listening to, learning and reciting poetry - listening to the rhythm of the words.</p>
	<p>Across the year groups- Singing as a whole school, class, small group and individually. Use of story and songs (Out of the Ark), Singup, Sign2Sing Christmas and Summer Concert songs. Songs linked to international month and events such as Apple Pressing and Harvest. Dance explored in international assemblies and international month involving families celebrating their cultures.</p>		
<p><b>Play instruments</b></p> <p><b>Play tuned and untuned instruments musically</b></p> <p><b><u>Development Matters, EMM</u></b> <b>Explores different sounds of instruments</b></p>	<p><u>Drumming</u> - Children shown a range of instruments from around the world which Sean has collected from around the world. Introduced to sound shapes and how to use them musically - how to hold them correctly and to play them in different ways to give different sounds. Learning rhythms using language and phrases - foods etc. Interpreting how</p>	<p><u>Drumming</u>- Introduction to a wider range of drumming and percussion instruments, tuned and untuned, and how to play them. Triangle and pandero - technique of playing. Simple layering of different instruments playing together, holding their own rhythms. 2 to 3 rhythms played together. Keeping the pulse - one person.</p>	<p><u>Drumming</u> -More understanding of how instruments work, e.g. triangle - how to shorten the note . How sound is working! How to use these techniques and skills to enhance their own creativity.</p> <p>Full range of percussion instruments and drums used in playing and</p>

# CHI MUSIC CURRICULUM AND PROGRESSION OF SKILLS

		those rhythms may sound - giving access to create own rhythms using simple ideas and phrases which they have come up with themselves..	Making their own voice heard - call and response - building confidence to engage happily within the entire group performance.	performing using language, words and words to express these rhythms.
		Notation - early introduction	Notation - Recognising note values and how to write and read basic rhythm - writing own at basic level	Using in depth technique of playing instruments while encompassing all other aspects of the performance - dynamics. etc  Longer phrases interpreted into rhythms - skills in remembering longer rhythms and layering these rhythms in a more complex form to enable children to play multi-timberal pieces often created entirely by the children and their idea.  Notation - As year one - writing own and separating diff sounds - more indepth Creating own rhythms and writing down. Putting together and using to create own performances.  How to count - beginning of time signatures.
		Keeping the pulse - pass the smile, pass the clap etc	Keeping the pulse - more skill - pass the smile, pass the clap etc	Keeping the pulse - pass the smile, pass the clap etc
		Children encouraged to explore and use instruments and natural shells, stones, and everyday objects to explore sound and make music- Materials available in continuous provision.	Children encouraged to explore and use instruments and natural shells, stones, and everyday objects to explore sound and make music- Materials available in continuous provision.	Summer Term - Hand bells with notation. Recorders sessions leading to a performance.
		ICT -	ICT -	ICT -
	Across the year groups - Chimes, mobiles in log cabin garden. To be developed.			
<b>Listen to music</b>  <b>Listen with concentration and understanding to a range of</b>	<b>HC</b>	<u>Drumming</u> - Listening to each other, listen with concentration and applying to playing so engaging and involving.	<u>Drumming</u> - Learning to listen to each other with a small group playing the same rhythm but also playing	<u>Drumming</u> - Intense focus and concentration to rely and trust the whole group, the members of their own group, while engaging and playing. Keeping the pulse. Also listening to 2

# CHI MUSIC CURRICULUM AND PROGRESSION OF SKILLS and Knowledge

# CT 11.12.19.

<p><b>high-quality live and recorded music</b></p>		<p>Children listen to SQ demonstrating how to play the different instruments and also performing. Discussion about the instruments, what they are used for culturally, how they are played, their origins, stories. Some historical context, geographical content, exploration of materials - what they are made of. Respecting and using instruments responsibly.</p> <p>Language - learning words, songs stories from where instruments are from - links to childrens own cultures and learning about each other. Promote children discussing own cultures.</p> <p>Videos clips and examples of instruments being played around the world. SQ sharing his own performances in front of the children plus videos of others playing the instruments that the children are learning to play themselves.</p>	<p>amongst other gps playing different rhythms.</p> <p>Children listen to SQ demonstrating how to play the different instruments and also performing. Discussion about the instruments, what they are used for culturally, how they are played, their origins, stories. Some historical context, geographical content, exploration of materials - what they are made of. Respecting and using instruments responsibly.</p> <p>Language - learning words, songs stories from where instruments are from - links to childrens own cultures and learning about each other. Promote children discussing own cultures.</p> <p>Videos clips and examples of instruments being played around the world. SQ sharing his own performances in front of the children plus videos of others playing the instruments that the children are learning to play themselves.</p>	<p>part rhythms within 2 groups. Calling and responding to each other, to different parts within a large group. Constantly paying attention to commands - the dynamics of the performance using eyes, ears and body. All encompassing.</p> <p>Children listen to SQ demonstrating how to play the different instruments and also performing. Discussion about the instruments, what they are used for culturally, how they are played, their origins, stories. Some historical context, geographical content, exploration of materials - what they are made of. Respecting and using instruments responsibly.</p> <p>Language - learning words, songs stories from where instruments are from - links to childrens own cultures and learning about each other. Promote children discussing own cultures.</p> <p>Videos clips and examples of instruments being played around the world. SQ sharing his own performances in front of the children plus videos of others playing the instruments that the children are learning to play themselves.</p>
				<p>Year 2 - higher achievers - work towards live concert performance in theatre with Kingston Cluster Schools. All Year 2 involved in performance at Summer Concert. -</p>
		<p>A range of classical and music from different genres played in classrooms</p>	<p>A range of classical and music from different genres played in classrooms</p>	<p>A range of classical and music from different genres played in classrooms</p>

# CHI MUSIC CURRICULUM AND PROGRESSION OF SKILLS

	<p>A range of classical and music from different genres played in assemblies all year round. Learning about the different instruments and listening for the different instruments in pieces that are played.</p>			
	<p>Resources - Putmayo Sign2Sing, BBC Ten Pieces. Videos of orchestral music, Charanga music resource.</p>			
	<p>Children's own performances of instruments that they are learning. Live performances of families and community groups (including dance) sharing their music in international month and all year round.</p>			
<p><b>Experiment</b></p> <p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p><b>Pitch, duration, dynamics, tempo, timbre, texture, structure.</b></p>	<table border="1"> <tr> <td data-bbox="707 373 1160 1366"> <p><u>Drumming</u> - Games to encourage listening and concentration e.g. the Jungle Game, learning to work together as a group and listen cohesively.</p> <p>Sing songs and phrases and playing phrases- exploring pitch volume and tempo - call and response.</p> <p>Follow my leader with rhythms, clapping and stamping rhythms, Body percussion incorporating call and response. Encourage individual creativity, e.g. to think of their own words to create into a rhythm.</p> <p>Begin to learn the discipline of playing and responding to commands and prompts.</p> <p>Dynamics introduced and added through simple commands that the children learn and use themselves to control the group.</p> </td> <td data-bbox="1160 373 1594 1366"> <p><u>Drumming</u> More complex commands and prompts, keeping section of the groups going, stopping and starting different sections of the group, call and response while other elements of the group are still playing,</p> <p>Children controlling the group, understanding how to issue a command or prompt at the right time allowing the group to successfully keep on playing. Developing skills to be able to count and feel the pulse and issue a command at the right time - essential - and connected to understanding the pulse.</p> <p>When issuing commands and prompts, children must understand the rhythm and tempo to keep the group playing Adding melody with instruments such as xylophone.</p> <p>Dynamics added through learned commands that the children use themselves to control the group.</p> <p>Extending the discipline required to embellish and add more dynamics.</p> </td> <td data-bbox="1594 373 2056 1366"> <p><u>Drumming</u> Extended further with more complexity, e.g 8 sep rhythms played by 4 children. More complex instrumentation.</p> <p>Children learn how to keep sections going learning an understanding of multi rhythm complexity with rhythm and movement. Children choreograph their own dance pieces and are helped to put this to music relating to the dimensions of music.</p> </td> </tr> </table>	<p><u>Drumming</u> - Games to encourage listening and concentration e.g. the Jungle Game, learning to work together as a group and listen cohesively.</p> <p>Sing songs and phrases and playing phrases- exploring pitch volume and tempo - call and response.</p> <p>Follow my leader with rhythms, clapping and stamping rhythms, Body percussion incorporating call and response. Encourage individual creativity, e.g. to think of their own words to create into a rhythm.</p> <p>Begin to learn the discipline of playing and responding to commands and prompts.</p> <p>Dynamics introduced and added through simple commands that the children learn and use themselves to control the group.</p>	<p><u>Drumming</u> More complex commands and prompts, keeping section of the groups going, stopping and starting different sections of the group, call and response while other elements of the group are still playing,</p> <p>Children controlling the group, understanding how to issue a command or prompt at the right time allowing the group to successfully keep on playing. Developing skills to be able to count and feel the pulse and issue a command at the right time - essential - and connected to understanding the pulse.</p> <p>When issuing commands and prompts, children must understand the rhythm and tempo to keep the group playing Adding melody with instruments such as xylophone.</p> <p>Dynamics added through learned commands that the children use themselves to control the group.</p> <p>Extending the discipline required to embellish and add more dynamics.</p>	<p><u>Drumming</u> Extended further with more complexity, e.g 8 sep rhythms played by 4 children. More complex instrumentation.</p> <p>Children learn how to keep sections going learning an understanding of multi rhythm complexity with rhythm and movement. Children choreograph their own dance pieces and are helped to put this to music relating to the dimensions of music.</p>
<p><u>Drumming</u> - Games to encourage listening and concentration e.g. the Jungle Game, learning to work together as a group and listen cohesively.</p> <p>Sing songs and phrases and playing phrases- exploring pitch volume and tempo - call and response.</p> <p>Follow my leader with rhythms, clapping and stamping rhythms, Body percussion incorporating call and response. Encourage individual creativity, e.g. to think of their own words to create into a rhythm.</p> <p>Begin to learn the discipline of playing and responding to commands and prompts.</p> <p>Dynamics introduced and added through simple commands that the children learn and use themselves to control the group.</p>	<p><u>Drumming</u> More complex commands and prompts, keeping section of the groups going, stopping and starting different sections of the group, call and response while other elements of the group are still playing,</p> <p>Children controlling the group, understanding how to issue a command or prompt at the right time allowing the group to successfully keep on playing. Developing skills to be able to count and feel the pulse and issue a command at the right time - essential - and connected to understanding the pulse.</p> <p>When issuing commands and prompts, children must understand the rhythm and tempo to keep the group playing Adding melody with instruments such as xylophone.</p> <p>Dynamics added through learned commands that the children use themselves to control the group.</p> <p>Extending the discipline required to embellish and add more dynamics.</p>	<p><u>Drumming</u> Extended further with more complexity, e.g 8 sep rhythms played by 4 children. More complex instrumentation.</p> <p>Children learn how to keep sections going learning an understanding of multi rhythm complexity with rhythm and movement. Children choreograph their own dance pieces and are helped to put this to music relating to the dimensions of music.</p>		

# CHI MUSIC CURRICULUM AND PROGRESSION OF SKILLS and Knowledge

CT 11.12.19.

		<p>Having learned the basic discipline - provides a platform from which to expand their performance.</p> <p>Add more words and rhythms and begin weaving together.</p>	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--