

MUSIC IMPLEMENTATION AND CURRICULUM PROGRESSION



Music Implementation and Progression at Black Horse Hill Infant School

Vocabulary and Reading Development	Inclusion	Assessment
<p>Spoken language is promoted in all lessons for all children including strategies such as: no hands up , explicit teaching of vocabulary, modelled thinking and use of vocabulary by the teacher, think, pair, share, my turn-your turn, Talk Partners, Sentence Stems</p> <p>Reading is promoted wherever possible and wider texts are used to deepen knowledge across all subject areas.</p>	<p>All children will be given the same task because we believe in teaching a mastery approach across all subject areas and equal access for all.</p> <p>Quality first teaching for all children.</p> <p>Talk partners to build confidence</p> <p>Now and next boards to support completion of tasks</p> <p>External advice sought to support inclusion</p>	<p>Prior knowledge/retrieval opportunities are included at the beginning of units of work so that planning can be adapted/amended to support gaps or misconceptions.</p> <p>Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work.</p> <p>Knowledge Quizzes</p> <p>Assessment tick sheets to identify cohort, group and individual gaps</p>
Retrieval practice (Knowing more and remembering more)	Cultural Capital opportunities	British values and SMSC
<p>Expectations for classroom working walls.</p> <p>Revisit sessions</p> <p>Retrieval/fluency sessions</p>	<p>Visitors- Bands</p> <p>School celebrations- Rock steady concert, Nativities, summer assemblies, Infant proms</p> <p>Significant composers, musicians</p>	<p>Teaching students to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.</p>



Black Horse Hill Infant School Music Curriculum Progression Map

	Foundation 1	Foundation 2	Year 1	Year 2
A1	<p>Nursery Rhymes Genre –Introduce types of music e.g. pop, jazz, folk, classical Describing music, e.g. “scary music, angry music, happy music”. Sounds in the environment e.g. sound of cars, running water. Experimenting with different instruments</p>	<p>Listen to the music and mark the beat with actions Sing with a sense of pitch across a small range of notes Play instruments and use voices to explore feelings and moods Compose new lyrics with corresponding actions. Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower) Explore storytelling through music. Listen and pitch match a call-and response song. Improvise and play a simple accompaniment using percussion instruments.</p>	<p>Manage a cumulative structure and remember the order of events Work with others to give a performance with props Use dynamics to enhance the mood of a song Mark rests with sound-makers</p>	<p>Recognise echoing phrases by ear Communicate the meaning of songs with good diction Maintain a body percussion pattern accurately Recognise the structure of verse and chorus</p>
	<p>Vocabulary Rhyme, sound, instrument, loud, quiet</p>	<p>Vocabulary melody, stepping notes, beat, pulse, improvisation, call-and-response, lyrics, compose, percussion, dynamics</p>	<p>Vocabulary rhythm, rests, syncopation, phrase, cumulative beat, swung rhythm, dotted rhythms, key, modulate, bridge, bar, beat, accompaniment, kazoos</p>	<p>Vocabulary interval (minor 3rd), echo, beat, crescendo, octave, intervals, scale, verse and chorus, phrase off-beats, jazzy, blues</p>
A2	<p>Nursery Rhymes and songs Sing-up Experimenting with different instruments Games – Matching sounds to instruments. Children to use</p>	<p>Mark the pulse with rowing actions. Explore the range and capabilities of voices through vocal play. Develop ‘active’ listening skills by recognising the ‘cuckoo call’ in a piece of music. Make up new lyrics and</p>	<p>Maintain a rhythmic ostinato during a performance Identify and follow a simple song structure and rhyme pattern Chant rhythmically, keeping together as a group, marking rests accurately</p>	<p>Play paired echo pieces based on the rhythms of a familiar song Perform actions while singing an echo song Use dynamic contrasts and different vocal effects to evoke an atmosphere</p>

	language to describe sounds and music.	improvise vocal sounds Improvise: develop a sense of beat by performing actions to music. Play a steady beat on percussion instruments.	Create and perform a new rap	Lead an echo song confidently as part of a small group
	Vocabulary Sound, listen , instrument, loud, quiet, soft, scrape, shake, bang, tap	Vocabulary Steady beat, pulse, improvisation, rhythm, voice, vocal sound, instrument	Vocabulary Pulse, repeated lines, verse, pulse, strong beat, rhythm, rest repeated sections, ostinato	Vocabulary minor key, interval, phrase, section, pulse, rhythm, echoes internalising
SP1	Simple rhythms – Link to feelings and movements Copy-cat games Play sound-matching games. Pictures of instruments, bands, groups etc.	Sing an action song observing contrasting speeds Sing a melody tunefully with an awareness of pitch Perform actions accurately and invent new ones	Play a clapping game while singing sing a song Sing a song, recognising changing speeds Invent new lyrics and clapping patterns	Perform rhythmically as a group, incorporating accurate choreographed actions Compose accompanying robot music using percussion and unconventional sound-makers Sing a syncopated (jerky) melody with rhythmic precision
	Vocabulary Rhythm, instrument, band, group,	Vocabulary Melody, verse, pulse, solo, syncopation, rests, verse	Vocabulary 'dotted' rhythm, rests, melody, stepping notes, beat, phrase, Staccato, verse, pulse, beat	Vocabulary syncopated rhythm, rests, staccato, melody, verse, chorus accompaniment, pulse, rhythm echoes, internalising
SP2	Variety of genres. Talking about favourite sounds, songs and music. Improvised instruments Responding to music at specific times, e.g. shake your hands when you hear the loud part. Dynamics -Introducing simple conducting – loud, louder/quiet, quieter and stop!	Recognise a melody that rises and falls and sing the melody pattern accurately Invent new hand action words to suit the song Play long notes on tuned percussion accurately Choose and justify percussion sounds to match the lyric	Add a pitched melody to a song Play a three-note accompaniment accurately Use provided rhymes to make up new lyrics and moves	Sing nonsense lyrics in an unfamiliar language Sing a playground song in an appropriately relaxed and informal style Maintain a clapped pulse pattern while playing a singing game Improvise on a pentatonic scale

	Vocabulary Dynamics-loud, quieter, conduct, song	Vocabulary Rest, melody, interval, stepping notes, scale, pulse, beat, syncopated, rest, interval, stepping notes, beat	Vocabulary Rest, rhythm, pulse, stepping notes, interval, call and response, verse, chorus, solo, internalise	Vocabulary pentatonic, melody, pulse, beat improvise, internalise
S1	Variety of genres talking about favourite sounds, songs and music. Responding to music at specific times, e.g. shake your hands when you hear the loud part. Dynamics -Introducing simple conducting – loud, louder/quiet, quieter and stop!	Recognise the call-and-response structure and sing each part Sing a melody with accurate steps and jumps Improvise a ‘seascape’ accompaniment using un-tuned percussion and sound-makers	Sing a traditional song set in a minor key Remember the counting pattern and fit the long narrative lines accurately to the music Perform a dance to accompany the song	Compose minibeast sound effects for an introduction Sing a lively melody with a dotted rhythm Sing clearly articulated words set to a stepping-note melody
	Vocabulary Dynamics-loud, quieter, conduct, song, rhyme	Vocabulary Intervals, call-and-response, melody, verse, chorus, rhyme, lyrics	Vocabulary melody, minor, refrain, call-and-response, verse and chorus; ostinato	Vocabulary melody, interval, dotted rhythm, minor key, chords, verse and chorus
S2	Introduce a wider range of instruments Variety of genres talking about favourite sounds, songs and music. Using devices e.g. iPad to record music made by the children.	Sing and perform a simple set of actions Mark the pulse on un-tuned percussion Sing in waltz time and perform the actions accurately	Understand the terms verse and chorus in the context of a song Mark the pulse throughout the song Sing a song that involves a time change Create a performance incorporating singing and percussion	Understand the terms verse and chorus in the context of a song Mark the pulse throughout the song Sing a rock-style song, confidently managing short phrases and rests Switch confidently from march to jig time in their singing
	Vocabulary Song, sound, instruments, record, listen	Vocabulary Rhythm, melody, octave, phrase Pulse, Rhythm, waltz time,	Vocabulary dotted rhythms, crotchets, melody verse, chorus, rhythm, pulse, metre, time signature (4/4 and 6/8)	Vocabulary Pulse, accompaniment, off-beat, rests, ‘blues’ notes, intervals, melody, phrase, 12-bar blues scat syllables



Music Lesson Structure

Long Term Memory (Retrieval)

Review and revisit previous knowledge-make links to knowledge from previous lesson, unit, term, year.

Amend future planning to incorporate any gaps in knowledge.

Introduce new knowledge

Teacher introduces vocabulary and new knowledge in small steps to the children making links to prior learning.

Teachers will provide modelling, explanations and practice to the children.

Developing the Knowledge

Teachers will ask questions and use strategies to check for pupil understanding and to identify the next steps in the lesson.

Applying the Knowledge

New knowledge is sometimes deepened by applying knowledge to complete practice tasks. Tasks are carefully planned to ensure that they are purposeful and support the application of new knowledge.

Review-has learning been successful?

Teachers and children will review the learning that has taken place. Misconceptions addressed and feedback given.