|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2019-2020 Music Progression of skills Class 2** | | | | | | | | | | | | |
| **Autumn 1** | | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| Waltz & March | Contrasts | | Sounds of Winter | | | Electronic | | Tell me a story | | Boogie Train | |
| **Performing Skills (vocal and instruments)** | | | | | | | | | | | |
| Hold instrument with purpose. Stamp feet & claps hands. Imitates sounds in singing. Join in songs. Experience a range of instruments.  Use body to create different sounds. | | Explore range of instruments. Play instrument in a group. Join in songs/rhymes with some recognisable words. Try to play unfamiliar instrument | | Shake/squeeze sound maker. Repeat actions that make sounds. Experiment with vocal sounds. Differentiate between singing & speaking voice. | Press keys on keyboard to create sound. Play unfamiliar instrument (synthesiser on iPad)  Explore sounds on keyboard Takes part in performance with others | | | | Vocalise to indicate discomfort or pleasure. Repeats action on sound maker. Understand hit blow shake pluck. Identify where equipment goes. | | Matches picture to name familiar instrument. Maintains silence. Use knowledge of instruments when trying new equipment.  Search out specific  instrument. |
| **Appraising Skills** | | | | | | | | | | | |
| Enjoy taking part in action rhyme. Choose favourite instrument  Move rhythmically to music. Dances to music. Play musical statues appropriately. | | Respond to music with body movements. Show preference for different sounds.  Respond to noisy & quiet sounds. Respond appropriately to volume. | | Respond to variety of sounds. respond to some sounds with pleasure. Respond to environmental natural sounds. Respond appropriately to the music of others. | Show preference for different sounds. Seek sound source. Imitate actions with support Use instruments powered by electricity. | | | | Discuss what they are doing. Imitate sounds. Communicate what they are doing. Answer simple questions about the music that is heard.  Anticipate what is going to happen. | | Respond to quiet music. Talk about music. State what is good about a  performance. Show preference for different instruments. |
| **Composing skills** | | | | | | | | | | | |
| Explore instruments by banging & shaking. Anticipate words or actions in rhymes. Take turns to make sounds. Imitate sound on an instrument. | | Join in vocal play. Try to imitate sounds vocally & on instruments. Remain focused on activity. Follow symbols/signs to make sounds that are loud or quiet. | | Respond to sounds in the environment. Work alongside peer without support. Select instrument for function & from a range. | Use instrument powered by electricity. Uses switch to create sounds on keyboard. Find different effects from 1 instrument. Repeat action to get similar effect. | | | | Explore ways of using an instrument. Show preference for an instrument. Describe sequence of actions. Take turns to make sounds. | | Remember process for a short period. Repeat action to get similar effect or to refine skill. Copy action instrument demonstrating similar physical movements. |
| **2019-2020 Music Progression of skills Class 2** | | | | | | | | | | | |
| **Autumn 1** | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Waltz march | Contrasts | | Sounds of Winter | | | Electronic | | Tell me a story | | Boogie Train | |
| **Listening & Applying Knowledge and Understanding** | | | | | | | | | | | |
| Anticipate actions or words in rhymes.  Begin to recall actions in familiar rhymes.  Imitate sounds that have a different tempo & dynamics. | | Encounter a range of sounds. Imitate sounds heard. Imitate sounds that have different dynamics | | Respond to environmental sounds. Correctly identify that a sound is a recorded one. Notice some changes in the sounds they hear in the environment. | Repeat action to refine skill. Remain on task for 2-3 minutes. Record some sound sources. Listen to a peer making a sound. | | | | Know where specific sounds occur in familiar songs  Imitate sounds –dynamics tempo.  Use simple criteria to describe music that is happy ,sad, fast, slow | | Listen to a range of music. Use simple criteria to describe music that is, fast or slow. Try to echo a short melody with their voice. |
| **Science of Sound Skills (SoS)** | | | | | | | | | | | |
| Play statues stopping as the music stops.  Sort instruments into groups-hit, shake etc | | Imitate sounds that are quiet/loud. Identify sound source when it is out of view | | Notice change in sound in environment.  Hit triangle with metal beater . Make range of vocal sounds | Identify instruments that use electricity. Imitate specific sounds on keyboard. | | | | Give a single property to an instrument. Investigate stringed instruments. | | Stop and starts when the music begins and finishes.  Investigate ways to stop sound on instruments. |