

## Progression of Knowledge, Skills and Elements in Early Years

<p><b>Musicianship Activities: Understanding Music, Improvise Together Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics</b></p> <p>Children will:</p>	
<b>Early Years</b>	<b>Year 1</b>
<p>Know that we can move with the pulse of the music.</p> <p>Know that the words of songs can tell stories and paint pictures.</p> <p>Activity A Games Track</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p>	<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat together.</p> <p>Begin to move in time with a steady beat/pulse.</p> <p>Copy back simple long and short rhythms with clapping.</p> <p>Copy back singing simple high and low patterns.</p> <p>Start to know and demonstrate the difference between pulse, rhythm and pitch.</p>
<p><b>Activity: Listening (Listen and Respond) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</b></p> <p>Children will:</p>	
<b>By the end of Reception</b>	<b>Year 1</b>
<p>Know twenty nursery rhymes off by heart.</p> <p>Know the stories of some of the nursery rhymes.</p> <p>Learn that music can touch your feelings.</p> <p>Enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Move, dance and respond in any way they can when listening.</p> <p>Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p> <p>Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>Talk about any other music they have heard that is similar.</p> <p>Begin to understand where the music fits in the world. Begin to understand different styles of music.</p>
<p><b>Activity: Singing (Learn to Sing the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure</b></p> <p>Children will:</p>	
<b>Early Years</b>	<b>Year 1</b>
<p>Sing or rap nursery rhymes and simple songs from memory.</p> <p>Know that songs have sections.</p>	<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.</p> <p>Sing unit songs from memory.</p>

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<p>Sing along with a pre-recorded song and add actions. Sing along with the backing track.</p>	<p>Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song.</p>
<p><b>Activity: Playing Instruments (Play Your Instruments with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</b> Children will:</p>	
<b>Early Years</b>	<b>Year 1</b>
<p>Explore and play untuned instruments Play tuned instruments by using the starting note to explore melodic patterns using one or two notes.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat</p>
<p><b>Creating: Improvising (Improvise with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure</b> Children will:</p>	
<b>Early Years</b>	<b>Year 1</b>
<p>Invent a pattern to go with a song using one note.</p>	<p>Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern</p>
<p><b>Performing (Perform the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</b> Children will:</p>	
<b>Early Years</b>	<b>Year 1</b>
<p>Know that a performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about afterwards.</p>	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. When planning, rehearsing, introducing and performing the song:</p>

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	<ul style="list-style-type: none"><li>● Introduce the performance.</li><li>● Begin to play tuned and untuned instruments musically within the performance.</li><li>● Begin to use the voice expressively and creatively by singing simple songs.</li><li>● Begin to play together as a group /band /ensemble.</li><li>● Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</li></ul>
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