

Thurnham Whole School Music Progression 2020-2021 (Recovery Curriculum)

Progression in Music through our Empowering Curriculum

*"At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience, Independence, Investigating and Creativity"*

Year R	Year 1	Year 2
<b>Singing- currently not part of the curriculum due to virus transmission risk</b>		
<ul style="list-style-type: none"> <li>➤ I can copy the (melodic) shape of a song from an adult</li> <li>➤ I can sing familiar songs on my own or in a group</li> <li>➤ I can match the pitch of a note with my voice</li> </ul> <p style="font-size: small;">We are adapting the provision for music, so that children are still able to listen to, and dance to music, however, they are unable to sing a song. We are providing children with the opportunity to listen to familiar songs and rhymes.</p> <p style="font-size: small;">We are also asking the parents to provide information from home, on Seesaw, so we are able to see videos of the children singing, dancing and using instruments, for evidence. We are also using the videos that Liz Holland is providing for music.</p>	<ul style="list-style-type: none"> <li>➤ I can sing songs with others and show an awareness of their voices</li> <li>➤ I can sing the lines of some songs on my own</li> <li>➤ I can change how my voice sounds</li> <li>➤ I can follow change in pitch using the movement of my hands</li> <li>➤ I can recall some lyrics of a song and know what they mean</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can sing songs on my own and with others and explain how I work with others</li> <li>➤ I can recognise phrases and know when to breathe</li> <li>➤ I understand how the volume and pitch of my voice changes</li> <li>➤ I can begin to show changes in pitch using the movement of my hands</li> <li>➤ I can think about lyrics and change how my voice sounds</li> </ul>
<b>Tuned and un-tuned instruments – ocarinas and recorders currently not part of the curriculum due to virus transmission risk</b>		
<ul style="list-style-type: none"> <li>➤ I can play along with the beat of a song</li> <li>➤ I can tap out rhythms to accompany words</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can play most notes on an ocarina</li> <li>➤ I can play as part of a group led by an adult</li> </ul> <p style="font-size: small;"><b>Focus areas for recovery and coverage</b></p> <ul style="list-style-type: none"> <li>➤ I can name some percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can play most notes of a recorder</li> </ul> <p style="font-size: small;"><b>Focus areas for recovery and coverage</b></p> <ul style="list-style-type: none"> <li>➤ I can play as part of a group</li> <li>➤ I can name most percussion instruments</li> </ul>

	<ul style="list-style-type: none"> <li>➤ I can change the volume of a percussion instrument</li> <li>➤ I can copy rhythms on a percussion instrument</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can play a simple rhythm on two different percussion instruments</li> </ul>
<b>Listening to music</b>		
<ul style="list-style-type: none"> <li>➤ I can use a word to describe what I hear eg. it sounds like floating</li> <li>➤ I can decide if the music will get faster or slower/ higher or lower</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can talk about what I like in a musical performance</li> <li>➤ I can describe some of the changes in a piece of music eg. pitch, volume</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can describe some of the changes in a piece of music eg. pitch, volume <b>Vocabulary to be revisited as part of recovery.</b></li> <li>➤ I can talk about how a piece of music made me feel</li> <li>➤ I can compare two pieces of music using some musical vocabulary</li> </ul>
<b>Experiment with music</b>		
<ul style="list-style-type: none"> <li>➤ I can create music for a simple theme (eg seaside/winter)</li> <li>➤ I can record sounds using a device</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can use tempo, pitch and dynamics to create a short piece of music</li> <li>➤ I can use simple notation for compositions (eg. pictorial representation)</li> <li>➤ I can use computer software to compose melodies and rhythms</li> </ul>	<p>Year 2 will progress to notation later that usual as less experience was gained in Year 1.</p> <ul style="list-style-type: none"> <li>➤ I can compose simple pieces using different notation</li> <li>➤ I can use computer software to compose a short piece of music</li> <li>➤ I can recognise and incorporate the dimensions of music on my compositions (eg. dynamics, tempo, timbre, texture)</li> </ul>