



Hadfield Infant School - Medium Term Progression

Subject - Music	Term - Autumn 2
Curriculum Content	
Year 1 - British Wildlife	Year 2 - Time travel
<p>Singing:</p> <ul style="list-style-type: none"> • Understand pitch and make high and low vocal sounds • Relate pitch to high and low body posture • Understand pitch by singing a song with contrasting high and low melodies. <p>Playing an Instrument:</p> <ul style="list-style-type: none"> • Identify and play high and low pitches in music. <p>Listening and Appreciate:</p> <ul style="list-style-type: none"> • Listen to animal songs and join in <p>Create own music:</p> <ul style="list-style-type: none"> • Recognise and performing pitch changes and contrasts. <p>Music Express - Animals</p> <ul style="list-style-type: none"> - Develop an understanding of pitch through movement, voices and instruments. - Identify contrasts of high and low pitches. - Create animal chant sounds and sequences. <p>Seasons</p> <ul style="list-style-type: none"> - Develop further vocabulary and understanding of pitch movements. - Explore pitch through singing, tuned percussion and listening games. 	<p>Singing:</p> <ul style="list-style-type: none"> • Vocal sounds and chants • Understand how mood can be expressed using the voice. • Understand the structure of call and response songs. • Develop a sense of steady beat through chants and actions <p>Playing an Instrument:</p> <ul style="list-style-type: none"> • Identify ways of producing sounds. • Develop an expressive song performance with voices and instruments. • Keep a steady beat at different speeds. • Marking beats with a four-beat metre • Perform a steady beat, change tempo <p>Listening and Appreciate:</p> <ul style="list-style-type: none"> • Exploring timbre and texture to understand how songs can be descriptive • Match sounds to images • Listening to and identifying contrasting sections of descriptive music. • Listen to and evaluate composition. • Respond to images <p>Create own music:</p> <ul style="list-style-type: none"> • Create and perform descriptive instrumental music inspired by British myths and legends. • Rehearse and refine to develop a performance. <p>Music Express - Our Land</p> <ul style="list-style-type: none"> - Explore timbre and texture - Explore descriptive sounds - Listen to and perform music inspired by myths. <p>Toys</p> <ul style="list-style-type: none"> - Move and play to a steady beat and to sound sequences. - Control changing tempo. <p style="margin-top: 20px;">- Nativity songs and performance - Christmas songs/carols</p>
Vocabulary	
<p>Sound, voice, instrument, tap, bang, hit, shake, strum, twist, rhythm, music, song, melody, pattern, pitch, tempo, dynamic, beat, percussion</p>	<p>Sing, clap, beat, tempo, pitch, dynamic, pulse, steady, pattern, instrument, percussion, notes, sound,</p>

