

Music

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the Music National Curriculum. Y3 has been included to demonstrate what we envision our children to progress onto with their Musical ability and understanding.

<p>Communication and Language (Listening, Attention and Understanding)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Expressive arts and Design (Being Imaginative and Expressive)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<p>Communication and Language (Speaking)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>(Blue shows topics that explicitly cover this element)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes: <i>Senses Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside, Four Seasons, GFOL, Folksongs, Jupiter, Toys, Oceans</i> Play tuned and untuned instruments musically: <i>Senses Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside, Four Seasons, GFOL, Folksongs, Jupiter, Toys, Oceans</i> Listen with concentration and understanding to a range of high-quality live and recorded music: <i>Senses Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside, Four Seasons, GFOL, Folksongs, Jupiter, Toys, Oceans</i> Experiment with, create, select and combine sounds using the inter-related dimensions of music: <i>Senses Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside, Four Seasons, GFOL, Folksongs, Jupiter, Toys, Oceans</i> 	<p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>

Skills to be covered in Music (Pulled from Hampshire Music Pathways and Get Set 4 Music Schemes of Work)

- Skills have been placed from GS4M scheme into the most appropriate skill identified in the Hampshire Musical Pathways. There are some elements that can be identified in other skills, but to ensure full coverage and presence in the schools delivery of the scheme they have been identified here to ensure childrens Musical progression is identified and apparent.

	Year R	Year 1	Year 2	Year 3
A Expressive and creative use of voice (singing) <i>(Creative Process GS4M)</i>	Explore and use vocal sounds, talking and singing voice in response to character and/or mood. Chant and sing familiar rhymes or songs or sections of songs from memory. Create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and/ or mood building rhythmic and melodic melody. Select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments. Explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation.	Explore the use of the voice as an instruments, chant and sing with developing expression. Awareness in simple layers including rounds and partner songs. Contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies.
B Tuned and untuned instruments <i>(Playing, rehearsing and performing)</i> <i>(Improvisation GS4M)</i> <i>(Performing GS4M)</i>	Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop and control accuracy. Sing and play individually and in a group starting and stopping together and following simple directions. Explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low.	Explore and use an increased range of sounds (including body sounds). Beginning to use correct percussion techniques and showing awareness of the dominant hand. Sing and play in time and follow a range of simple directions including ideas about how to improve. Improvise simple vocal chants and pitch and rhythm patterns.	Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent. Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve. Improvise Q and A phrases with words, rhythm and pitch.	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality. Recognise why and when to improve and start to develop basic individual and group rehearsal skills. Improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas.
C Listening <i>(Listening and responding)</i> <i>(Recognising sounds and Instruments GS4M)</i>	Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel. Begin to recognise classroom instruments. Listen to sound effects.	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel. Begin to recognise some instrumental sounds and name classroom instruments.	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch. Begin to recognise instruments aurally	Respond to, identify, compare, and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composers ideas. Begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.

<p>D Notating (writing and reading music)</p>	<p>Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions. Children will be introduced to symbols and images to order and convey sound.</p>	<p>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions. Children should begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch.</p>	<p>Respond to, identify and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composers ideas. Children use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch.</p>	<p>Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation. Children record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies.</p>
<p>E Describing and discussing (Identify musical conventions and inter-related dimensions GS4M)</p>	<p>Talk about sounds and music and think about how they make you feel. Begin to use key words related to the dimensions. Describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving.</p>	<p>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions. Begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.</p>	<p>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions. Begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch.</p>	<p>Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary. Begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.</p>

Knowledge/ Dimensions of Music to be covered

(Pulled from Hampshire Music Pathways and [Get Set 4 Music Schemes of Work](#) – Some knowledge from *GS4M* is relevant to more than one Dimension so have been used multiple times)

	Definition	Year R	Year 1	Year 2	Year 3
Pitch 1	The difference between and recognition high and low sounds.	Explore and respond to high and low sounds. <i>Know that when singing I move my voice higher and lower. Know that instruments can be played in different ways and this makes different sounds</i>	Explore, respond to and recognise high, middle and low sounds. <i>Know that instruments are played differently e.g. hit, shaken and this produces different sounds. Know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter</i>	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes. <i>Know that listening to the starting pitch will help me to start and stay in tune.</i>	<i>Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. 'pentatonic'. Understand that combining rhythm and pitch can create rising and falling melodies.</i>
Duration 2	The difference between and recognition of long and short sounds.	Explore and respond to long and short sounds and recognise the steady beat in music heard and performed. <i>Know that instruments can be played in different ways and this makes different sounds</i>	Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed. <i>Know that instruments are played differently e.g. hit, shaken and this produces different sounds.</i>	Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together. <i>Know to structure improvisations into responses over 4 or 8 beats.</i>	<i>Identify how rhythm patterns fit to a steady beat and begin to understand 2,3 and 4 metre. Know to perform improvisations as 4 beat or 8 beat response to make responses sound complete</i>
Dynamics 3	The loudness and softness of the music (also referred to as the volume).	Explore, respond to and recognise loud, quiet and silence. <i>Know that music can be loud or quiet and fast or slow and this makes me feel differently</i>	Explore, respond to and recognise and identify loud, moderate, quiet and silence. <i>Know that instruments are played differently e.g. hit, shaken and this produces different sounds. know to explore different ideas before deciding what to do. Know that using bigger/smaller images or symbols represents dynamics.</i>	respond to, recognise and identify getting louder and quieter. <i>Know that changing the size of an image or how often it appears can show changes in dynamics and tempo.</i>	<i>Identify, use and understand getting louder and quieter in finer graduations. Know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody.</i>
Tempo	The speed of music and can	Explore, respond to and	Explore, respond to and	Respond to, recognise and	<i>Identify, use and understand</i>

4	recognise it.	recognise fast and slow. Know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement.	recognise solo sounds and layers of sounds. Know that the pulse is the steady beat of the music.	identify getting faster and slower. Know that changing the size of an image or how often it appears can show changes in dynamics and tempo.	getting faster and slower in finer graduations. Know that a drone is usually played on beat 1 and rings out for the other beats.
Timbre 5	That different instruments create different sounds.	Explore and respond to a range of sounds and sound makers. Know that instruments can be played in different ways and this makes different sounds	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Know that instruments are played differently e.g. hit, shaken and this produces. Know that playing an instrument with less force or effort will make it sound quieter different sounds.	Identify and choose the way sounds are made and can be used. Know that instruments are made of different materials and this creates different sounds (timbres)	Identify families of non-percussion instruments and the way they are played; extend the use of percussion instruments. Know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody
Texture 6	That there are different layers to pieces of music and can identify them in a piece.	Explore and respond to one sound and many sounds. Know that sound effects can be used to show what a piece of music is about.	Explore, respond to and recognise solo sounds and layers of sounds. Know that using dynamics, tempo and pitch can provide context when improvising.	Respond to and begin to recognise and use different layers including simply accompaniments. Know that different sounds and how they are played can be used to represent different characters, emotions and moods.	Identify the use and purpose of different layers in music heard, created and performed. Know that the orchestra is made up of different sections and families of instruments.
Structure 7	That music can be built up by different sections that go in certain orders.	Explore and respond to sequences of events and stories, distinguish between same and different. Know that music can be loud or quiet and fast or slow and this makes me feel differently	Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses. Know that using dynamics, tempo and pitch can provide context when improvising.	Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA. Know that different sounds and how they are played can be used to represent different characters, emotions and moods.	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple layers including rounds and partner songs. Know that the orchestra is made up of different sections and families of instruments.

	Year R		Year 1		Year 2	
	Unit	Skills & Knowledge	Unit	Skills & Knowledge	Unit	Skills & Knowledge
Autumn1	(Getting to know you) All About Me & Nursery Rhymes	A B C E	(Pirates) At the Seaside	B C D E	(Its good to be me) Jupiter	A B C D E
		12345		345		1234567
Autumn 2	(Autumn/ Looking at the past/ Christmas) Around the World & Everyday Life	A B C E	(It's a wonderful world) Superheros	A B C D E	(Poles Apart) Four Seasons	A B C D E
		1234567		134567		1234567
Spring 1	(Winter/ People who help us) Journeys & Whatever the Weather	A B C D E	(Space) Dinosaurs	A C D E	(Great Fire of London) Great Fire of London	A B C D
		1234567		13456		1234567
Spring 2	(Traditional Tales) Tradtional Tales & Space	A B C D E	(Castles) Senses	A B C D	(Twisted Tales) Toys	B C D
		1234567		1234567		1247
Summer 1	(The Lost world) Walking in the Jungle & Circus	A B C D E	(Once Apon a Time) Fantasy and Adventure	B C D E	(Come Outside) Folksongs	A C D
		1234567		1234567		12346
Summer 2	(Mighty Minibeasts) Minibeasts & Deep Blue Sea	A B C D E	(Farms) Carnival of the Animals	A B C D E	(Summer Fun) Oceans	A B C D E
		1234567		1234567		1234567