

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.

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| Communication and Language (Listening, Attention and Understanding) 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. | Expressive arts and Design (Being Imaginative and Expressive) 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 |
| Communication and Language (Speaking) 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. | |

| Key Stage 1 National Curriculum Expectations | Key Stage 2 National Curriculum Expectations |
|--|---|
| <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• play tuned and untuned instruments musically• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the inter-related dimensions of music.• 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>Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music• 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 |

Skills to be covered - Music

| | Year R | Year 1 | Year 2 | Year 3 |
|---|--|--|--|---|
| A Expressive and creative use of voice (singing) | 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. | Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and/ or mood building rhythmic and melodic melody. | 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 the use of the voice as an instruments, chant and sing with developing expression. Awareness in simple layers including rounds and partner songs. |
| B Tuned and untuned instruments (Playing, rehearsing and performing) | 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 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. | 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. | 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. |
| C Listening (Listening and responding) | Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel. | Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel. | Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch. | Respond to, identify, compare, and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composers ideas. |
| D Notating (writing and reading music) | Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrations the musical dimensions. | Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions. | Respond to, identify and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composers ideas. | Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation. |
| E Describing and discussing | Talk about sounds and music and think about how they make you feel. Begin to use key words related to the dimensions. | Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions. | 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. | 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. |

Knowledge/ Dimensions of Music to be covered

| | 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. | Explore, respond to and recognise high, middle and low sounds. | Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes. | Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. 'pentatonic' |
| 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. | Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed. | Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together. | Identify how rhythm patterns fit to a steady beat and begin to understand 2,3 and 4 metre. |
| Dynamics 3 | The loudness and softness of the music (also referred to as the volume). | Explore, respond to and recognise loud, quiet and silence. | Explore, respond to and recognise and identify loud, moderate, quiet and silence. | respond to, recognise and identify getting louder and quieter. | Identify, use and understand getting louder and quieter in finer graduations. |
| Tempo 4 | The speed of music and can recognise it. | Explore, respond to and recognise fast and slow. | Explore, respond to and recognise solo sounds and layers of sounds. | Respond to, recognise and identify getting faster and slower. | Identify, use and understand getting faster and slower in finer graduations. |
| Timbre 5 | That different instruments create different sounds. | Explore and respond to a range of sounds and sound makers. | Use and identify families of school percussion instruments, their sound properties and explore how they could be played. | Identify and choose the way sounds are made and can be used. | Identify families of non-percussion instruments and the way they are played; extend the use of percussion instruments. |
| 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. | Explore, respond to and recognise solo sounds and layers of sounds. | Respond to and begin to recognise and use different layers including simply accompaniments. | Identify the use and purpose of different layers in music heard, created and performed. |
| 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. | Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses. | Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA. | 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. |

| | Year R | | Year 1 (4-Tempo to be added) | | Year 2 (1-pitch to be added) | |
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| | Topic | Skills & Knowledge | Topic | Skills & Knowledge | Topic | Skills & Knowledge |
| Autumn1 | Getting to know You Autumn | A | Pirates/ Titanic | A B C E | Rainforest/ Rhythm and Beat (New Planning for 2022) | A B C E |
| | | N/A | | 56 | | 2 |
| Autumn 2 | Looking at the Past (Toys) Christmas Plays/ Singing | C D E | Christmas Plays/ Singing | A | Where in the world - Poles Apart (New Planning for 2022) Christmas Plays/ Singing | A |
| | | 3 4 5 | | 23 | | 35 |
| Spring 1 | People Who Help Us | A B C D E | Space | A B C D E | Great Fire of London | A B C D E |
| | | 1234567 | | 25 | | 35 |
| Spring 2 | Once upon a time Spring Easter | A B D E | Farms | A B C D E | Wispy Willow/ When Granny came to our house. | A B C D E |
| | | 14 | | 16 | | 1 |
| Summer 1 | The Lost World | A B C D E | Castles | A B C D E | Marvellous Machines | A B C D E |
| | | 235 | | 26 | | 247 |
| Summer 2 | Mighty Minibeasts | A B C D E | Journey with Julia Donaldson (Wonderland) | A B C D E | Summer Fun | A B C D E |
| | | 345 | | 67 | | 67 |