



Woodlands Primary School - Music Progression

EYFS – Taken from Music Development Matters EYFS

	Hearing and Listening	Vocalising and Singing	Moving and Dancing
30-50	<ul style="list-style-type: none"> • Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. • Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, eg children may associate music as “music for boys”, “music for girls”. • Matches music to pictures/visual resources. • Describes the sound of instruments eg scratchy sound, soft sound. • Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music 	<ul style="list-style-type: none"> • Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. • Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. • Merges elements of familiar songs with improvised singing. • Creates sounds in vocal sound games. • Changes some or all the words of a song. • Has strong preferences for songs he or she likes to sing and/or listen to 	<ul style="list-style-type: none"> • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. • Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar
40-60	<ul style="list-style-type: none"> • Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” • Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments, but this music only had voices.” “This music was spiky, and this music was smooth.” 	<ul style="list-style-type: none"> • Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. • Sings entire songs. • May enjoy performing, solo and or in groups. • Internalises music, eg sings songs inside his or her head 	<ul style="list-style-type: none"> • Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.

	<ul style="list-style-type: none"> • Associates genres of music with characters and stories. • Accurately anticipates changes in music, eg when music is going to get faster, louder, slower 		<ul style="list-style-type: none"> • Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups
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Woodland's EYFS Document

Music			
Age	Area of learning	Learning (Development Matters, Non-statutory framework)	
3-4 year olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. 	
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	
Reception age	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	
Early Learning Goal Assessment	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.

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Opportunities to consolidate learning of Music

Child initiated sessions: -

- Designated Music/Stage area – resourced to encourage independent use of a range of instruments – encourages performances of music, song and dance
- Playground equipment includes resources that encourage experimentation with movement and dance e.g. ribbons
- Use of technology to listen and respond to music
- Provocations throughout the year as stimulus to provide interest and experimentation

Teacher directed sessions: -

- Poetry basket/Nursery Rhymes sessions
- Singing songs as a class – accompany with instruments
- Christmas production
- Dance sessions as part of PE
- Let's Discover sessions – use of artefacts/provocations to stimulate learning and discussion

Music National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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.

	YEAR 1	Year 2	Year 3	Year 4	Year 5	Year 6
Title of unit and brief overview of content	<p>TERM 1 Rhythm and Pulse Singing Body percussion</p> <p><i>Introduce Pulse-Heartbeat Ta – crotchet Ti-ti – paired quavers Rhythm – pattern of long and short sounds</i></p> <p>TERM 2 Nativity songs Performing/ Singing in tune/</p>	<p>Term 1 Rhythm and Pulse</p> <p><i>Recap from yr 1 Pulse-Heartbeat Ta – crotchet Ti-ti – paired quavers Introduce Ta-ah – minim Crotchet rest Rhythm – pattern of long and short sounds</i></p> <p>Term 2 Production songs Performance skills</p>	<p>Term 1 Rhythm and pulse</p> <p><i>Recap from yr 1&2 Pulse-Heartbeat Ta – crotchet Ti-ti – paired quavers Ta-ah – minim Crotchet rest</i></p> <p><i>Rhythm – pattern of long and short sounds</i></p> <p>Term 2</p>	<p><i>Term 1 Pitch Links to Science unit</i></p> <p><i>Term 2 Whole Class Instrument: Ukulele Tempo, rhythm, chords, (C, Am, F, G) Strumming patterns</i></p> <p><i>Term 3 Whole Class Instrument: Ukulele (3-4 weeks) Easter Concert (2-3 weeks) Songs</i></p>	<p><i>Term 1 Rhythm and pulse Mars - Holst</i></p> <p><i>Space</i></p> <p><i>Term 2 Young Voices Singing and performance</i></p> <p><i>Term 3 Young Voices Continued (2-3 weeks) BBC Ten Pieces ‘Connect It’</i></p>	<p><i>Term 1 Glockenspiel skills and Introduction to the Blues</i></p> <p><i>Term 2 Singing and Performance Through War Songs</i></p> <p><i>Term 3 BBC Ten Pieces Britten Composing on a theme</i></p>

<p>solo/ensemble</p> <p>In this unit the focus is performance. There will be no discrete teaching of the interrelated dimensions of music, but they will obviously feature and be talked about where relevant.</p> <p>Term 3 Cross curricular unit: Music from around the British Isles.</p> <p>Music appreciation – listening skills are the focus here, however pulse, rhythm, timbre, texture and pitch will be discussed where pertinent.</p> <p>Term 4 Rhythm notation Composing</p> <p>Recap <i>Pulse - Heartbeat</i> <i>Ta, Ti-ti</i> <i>Rhythm – pattern of long and short sounds.</i> <i>Composing own rhythm pattern and combining with others to create class composition.</i> <i>Using stick notation.</i></p> <p>Term 5</p>	<p>Performance skills, singing in tune, together in groups and solo work is the focus of the unit.</p> <p>Term 3 Introduction to ocarinas</p> <p>Ocarinas are introduced and we review pulse/heartbeat and rhythm along with pitch.</p> <p>Term 4 Rhythm patterns Ocarinas</p> <p>Ocarinas are continued and we review pulse/heartbeat and rhythm along with pitch. This unit will focus on how to play the instrument musically as well as reading ocpx.</p> <p>Term 5 Reading Notation Ocarinas</p> <p>As term 4 and then transferring to other notations.</p> <p>Term 6 Pitch Boomwhackers</p> <p>This unit focuses on pitch – high and low sounds, as well as</p>	<p>Christmas Production – Singing/ Performance skills</p> <p>Term 3 Composing – BBC Ten Pieces (Elgar)</p> <p>Term 4 Whole class instrumental: Recorders - (B, A, G)</p> <p>Term 5 Recorders continued... <i>Pieces including all 3 notes and move on to next notes if ready?</i> <i>Working on reading written notation. Using Visual Musical Minds method (videos from YouTube via Safeshare)</i></p> <p>Term 6 Ten pieces – Body Percussion <i>Florence Price – First African American Woman to have a work performed by a mainstream professional orchestra</i></p> <p>Music Workshop – booked for T6</p>	<p>Term 4 Easter Concert Songs and performance skills</p> <p>Term 5 BBC Ten Pieces Short Ride in a Fast Machine - John Adams PowerPoint.pptx (live.com) Short Ride in a Fast Machine by John Adams.pdf (bbc.co.uk)</p> <p>Term 6 Whole Class Instrument: Ukulele – tunes on the A string from TES Resources: Music with Mr Gray</p> <p>Ukulele class performances</p> <p>Music Workshop – booked for T6</p>	<p>Term 4 BBC Ten pieces: Anna Meredith – “Connect it” – Body Percussion</p> <p>Term 5 Boomwhackers..(link to Rhythm and pulse & pitch)</p> <p>Term 6 Whole class instrument: Djembe drumming Music Workshop – booked for T6</p>	<p>Term 4 Music technology (Garageband)</p> <p>iPads</p> <p>Term 5 Music Technology Cont. 2 weeks</p> <p>Production songs</p> <p>Term 6 Performance Skills and singing Production Songs</p> <p>Music Workshop – booked for T6</p>
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	<p>Fairy tales – singing, percussion instruments and composing skills (recap)</p> <p><i>Recap Ta, Ti-ti, pulse - heartbeat, rhythm – pattern of long and short sounds</i></p> <p>Term 6</p> <p>Pitch and composing skills</p> <p><i>Introduce Pitch – how high or low a sound is</i></p> <p>Music Workshop – booked for T6</p>	<p>reading a different style of notation.</p> <p>Music Workshop – booked for T6</p>				
<p>KS1 NC focus: Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>T2: Christmas Productions T3: Songs with actions cross curricular songs movement to music – listening and responding T5: Fairy Tales Music/Singing Assembly</p>	<p>T2: Christmas Productions Songs with actions cross curricular songs movement to music – listening and responding T6: Seaside Songs Music/Singing Assembly</p>				
<p>KS1 NC focus: Play tuned and untuned instruments musically</p>	<p>T1: Body percussion T5: untuned percussion: maracas, bells, claves, tambours, guiros, tambourines, adding sounds to stories</p>	<p>T1: body percussion T2: Nativity T3, 4, 5: tuned ocarinas T6: Boomwhackers</p>				

<p>KS1 NC focus: Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>T2: Performance tracks of Christmas production T3: Music from around the British Isles T5: Prokofiev, CBeebies Northern Ballet (Three Little Pigs) T6: Music examples External production companies YouTube Assemblies</p>	<p>T2: Performance tracks of Christmas Production T3, 4, 5, 6: Music examples External production companies YouTube Assemblies</p>				
<p>KS1 NC focus: Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>T4: Castle composing T5: Fairy tales – adding sounds to stories T6: Pitch</p>	<p>T1: Body percussion T3: Singing – 3- & 4-part rounds T3, 4, 5: Singing and Ocarinas T6: Boomwhackers</p>				
<p>KS2 NC focus: improvise and compose music for a range of purposes using the inter-related dimensions of music</p>			<p>T1 rhythm grids; chants T3: composition unit - Elgar Enigma Variations (BBC Ten Pieces) T6: Composition and Body Percussion – Florence Price (BBC Ten Pieces)</p>	<p>T1: Pitch T5: Composing on a theme in groups (BBC Ten Pieces)</p>	<p>T1: Space composition – Holst (BBC Ten Pieces) T3/4: Connect It - Composition unit (BBC Ten Pieces)</p>	<p>T1: Blues Compositions T3: The Storm – Benjamin Brittain (BBC Ten Pieces) T4/5: Composing on GarageBand</p>
<p>KS2 NC focus: listen with attention to detail and recall sounds with increasing aural memory</p>			<p>T1: chants and rhythms T2: Christmas songs learnt by heart T3: BBC Ten Pieces – own compositions based on Elgar T4: Recorders T5: Recorders</p>	<p>T1: Pitch T2/3/6: Ukulele - Whole class instrumental learning T3/4: Easter Production – Singing T5: BBC Ten Pieces – Short Ride in a Fast Car</p>	<p>T1: Holst – composing /YV T2: YV T3: YV /composition – Connect It (BBC Ten Pieces) T4: Connect It T5: Boomwhackers</p>	<p>T1: Blues T2: War Songs – Singing with accuracy T4/5: Music tech – composing on GarageBand T5/6: Production songs</p>

			T6: BBC Ten Pieces – Florence Price		T6 – djembe: call and response, rhythms, group rounds, harmony	
KS2 NC focus: use and understand staff and other musical notations			T1: learning rhythm and pulse; rhythm grids; crochet, quaver, rest; musical vocab T2: dynamics and tempo T3: Elgar – rhythm grids, notes on pitched percussion; staves; naming notes T4/5: Recorders: reading music on staves	T1: Pitch T2/3/4/6: Music notation Included in whole class instrumental learning	T1: rhythm grids T3/4: composition staves, notes, dynamics (BBC Ten Pieces) T5: Reading alternative methods of notating music Boomwhackers T6: Djembe	T1: Musical elements and staff notation revised T2: War songs – beginning to read music T3: Composition T4: GarageBand T5: GarageBand
KS2 NC focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			T2: Christmas Carols T3: BBC Ten Pieces recording T6: BBC Ten Pieces recording T6: Workshop day demos	T3: Easter Production T4: Easter Production T6: Workshop day demos	T2: Young Voices recordings T3: Young Voices recordings and Performance T4: Connect It recordings T6: Workshop day demos	T1: Examples of Blues and Jazz music T2: Examples of War Songs T3: BBC Ten Pieces recording T5: Production recordings T6: Production recordings T6: Workshop day demos
KS2 NC focus: develop an understanding of the history of music			T2: Christmas Carols T3: Elgar – BBC 10 Pieces T6: Florence Price	T3: Production T4: Production T5: John Adams	T1: Holst T2: YV T3: Connect It T4: Connect It	T1: Development of Blues Music T2: War songs T3: Brittain T4/5: Music Technology T6: Production