

Progression of Music

| | | | |
|---|--|---|--|
| Subject content | <p>EYFS:</p> <p>Development matters: Expressive arts and design</p> <ul style="list-style-type: none"> • Communication and language: Listen carefully to rhymes and songs, paying attention to how they sound. • 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 • ELG: Being Imaginative and Expressive (Expressive arts and design)- 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>KS1:</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. | | |
| Skills | Reception | Year 1 | Year 2 |
| Use their voices expressively and creatively by singing songs and speaking chants and rhymes | <p>To explore and learn how sounds can be changed.</p> <p>To sing some nursery rhymes, chants and songs.</p> | <p>To sing an increasing range of songs, chants and rhymes.</p> <p>To recognise high and low sounds.</p> <p>To rehearse and perform with others.</p> | <p>To use their voices confidently.</p> <p>To sing a melody accurately at their own pitch.</p> <p>To sing with a sense of awareness of pulse and control of rhythm.</p> <p>To sing songs expressively.</p> <p>To follow pitch movements with their hands and use high, low and middle voices.</p> <p>To begin to sing with control of pitch.</p> <p>To sing with an awareness of other performers.</p> |
| Listen with concentration and understanding to a range of high quality live and recorded music | <p>To listen to favourite songs and rhymes.</p> <p>To begin to build a repertoire of songs.</p> | <p>To listen to a range of music, both live and recorded.</p> <p>To recall and remember short songs.</p> <p>To experience different sound sources and begin to identify one part, (solo)/ one part + accompaniment.</p> | <p>To listen with concentration to a range of music, both live and recorded.</p> <p>To recall and remember short songs and sequences and patterns of sounds.</p> <p>To experience different sound sources-. recognise how pieces use different layers and textures.</p> <p>To respond physically when performing, composing and appraising music.</p> |
| Experiment with, create, select and combine sounds using the inter-related dimensions of music. | To tap out simple repeated rhythms. | To identify the pulse in different pieces of music. | To identify the pulse in different pieces of music- distinguish between rhythm and beat. |

| | | | |
|--|---|---|---|
| | <p>To explore and learn how sounds can be changed. E.g. loud and soft, fast and slow.</p> <p>To experiment with different ways of changing songs. E.g. using words.</p> | <p>To identify the pulse and respond to fast and slow (tempo).</p> <p>To identify and respond to loud and quiet (dynamics).</p> <p>To identify and respond to long and short (duration).</p> <p>To identify and respond to low and high (pitch)</p> <p>To accompany a chant or song by clapping or playing the pulse or rhythm.</p> | <p>To identify the pulse and join in getting faster and slower together (tempo)</p> <p>To identify longer and shorter sounds in music (duration)</p> <p>To identify lower and higher sounds in music (pitch)</p> <p>To begin to understand getting louder and quieter (dynamics)</p> <p>To perform a rhythm to a given pulse.</p> <p>To begin to remember and create rhythmic patterns.</p> |
| Play tuned and untuned instruments musically | <p>To explore the different sounds of instruments.</p> <p>To begin to use different materials to make music (untuned instruments), e.g. junk modelling.</p> | <p>To play instruments in different ways and create sound effects.</p> <p>To explore different sound sources.</p> <p>To make sounds and recognise how they can give a message.</p> <p>To identify wooden, metal, skinned and string instruments and their properties of sound, e.g. by sorting these.</p> | <p>To explore and compare different sound sources.</p> <p>To make sounds and recognise how they can tell a story.</p> <p>To identify the way sounds are made. E.g. vibration.</p> <p>To create and choose sounds in response to a given stimulus.</p> <p>To identify how sounds can be changed.</p> <p>To change sounds to reflect different stimuli.</p> |

How will we implement music in our school?

- Planned teaching of music each term through **enquiry lessons**. These are a series of progressive and differentiated lessons and provides purpose and meaning for children. Lessons include, where relevant, playing untuned and tuned instruments.
- Planned music units of work linked enquiry and are planned by class teachers with support from **music leader**.
- Children use music in their classrooms as part of their **daily life** at school to apply skills taught and enrich opportunities. E.g. days of week/number bond songs & rhymes, clapping rhythms, handwriting to music etc.
- **Evidence** of music can be seen on Tapestry, class learning journey displays and on enquiry medium term planning and enquiry organisers.
- Weekly **singing assemblies** provided opportunity for collective singing of seasonal songs. These include listening to a range of music (enter and leave hall), music from different cultures, religions, seasons, songs about school and periods of time and live musical performances.
- Each year group produces an annual **show** involving singing, music, acting & dance. Yr 1 Christmas nativity, Yr R Easter theme concert, Yr 2 summer performance/leavers assembly
- **Language of the month** includes a link to traditional music and songs.
- **Music clubs** offered to children across the year where possible, e.g. recorders and choir.