



Music Whole School 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.

Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and try to move in time with music.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- 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

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- 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.

This deep dive into music supports the Model Music Curriculum and supports musical confidence through active engagement. The Whole School Progression Map has been written to support practitioners see the development in musical techniques and skills. Every young person should experience music and build on skills instrumentally, vocally or through music technology, the Whole School Progression focuses on the progression from Early Years into Key stages 1 and 2.

Intent

We offer a structured and enjoyable opportunity for children to explore music at Alumwell Infant School. A sequence of planned lessons and using the Kapow music scheme help teachers to deliver a range of musical experiences for children. Through quality teaching children develop their understanding of how music is structured. Children enjoy composing and performing music, they also partake in listening to music from different cultures and eras.



Implementation

Throughout the year children are given plenty of opportunities to perform to an audience, this includes Christmas Nativities carol concerts and end of year performances. Music is taught using the Kapow Music Scheme, this scheme is throughout the school, children in KS1 also have the experience of playing an instrument. Children in Year One are taught ukulele and Year 2 have the opportunity to play recorder. A weekly singing assembly allows the children opportunity to develop their singing skills.

Children in reception have a music rich environment and daily opportunities to sing and compose music. The school has a choir as an extra-curricular activity supporting not just children's singing skills but team work and well-being.



Impact

Music will be enjoyed throughout the school; opportunities such as weekly singing assemblies bring the school together to develop singing. Parental engagement will be developed through performances. Opportunity for extra curriculum activities will increase wellbeing through music. We want to continue children experiencing composing and performing music using tuned and untuned instruments. A continuing love for music with children learning the structure of music and meeting age related expectations.

	EYFS	KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance
	EYFS	Year 1	Year 2	Year3/KS2
Vocabulary The inter-related dimensions of music.	Pitch To understand that what high and low notes on	Pitch To understand that pitch means how high or low a note sounds. To understand that tuned instruments play more than one pitch of notes.	Pitch To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other making a tune.	
	Duration To recognise that different sounds can be long or short.	Duration To know the rhythm means a pattern of long and short notes.	Duration To know that duration means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	
	Dynamics To understand that instruments can be played loudly or softly.	Dynamics To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood e.g. through dynamics.	Dynamics To know that dynamics can change the effect a sound has on the audience.	
	Tempo To recognise music that is fast or slow. To understand that we can match our body movements to the speed or pulse of the music.	Tempo To know that the pulse is the steady beat that goes through music. To know that the tempo is the speed of the music	Tempo To understand that the tempo of a musical phrase can be changed to achieve a different effect.	

	Timbre To know that different instruments can sound like a particular character. Texture To know that music often has more than one instruments be played at a time. Structure To recognise the chorus in a familiar song. Notation To know that signals can tell us when to start or stop playing.	Timbre To know that the timbre means a quality of a sound e.g. that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story. Texture To know that music has layers called texture. Structure To know that a piece of music has more than one section e.g. a versed and a chorus. Notation To understand that music can be represented by pictures or symbols.	Timbre To know that musical instruments can be used to create real life sound effects. To understand an instrument can be matched to an animal noise based on its timbre. Texture To know that a graphic score can show a picture of the layers or texture of a piece of music. Structure To know that structure means the organisation of sounds within music e.g. a chorus and verse pattern in a song. Notation. To know that notation means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and or texture of the music	
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Composing

- Playing untuned percussion 'in time' with a piece of music.
- Selecting classroom objects to use as instruments.
- Experimenting with body percussion and vocal sounds to respond to music.
- Selecting appropriate instruments to represent action and mood.
- Experiment with playing instruments in different ways.

- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds

- Create music in response to a non-musical stimulus.
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate; to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.

	EYFS	Year 1	Year 2	Year3/KS2
Performing	• Uses their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions • Participating in performances with a small audience. • Stopping and starting playing at the right time.	• Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse using hands and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instruments such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation.	• Using their voices expressively with singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on unturned percussion instrument, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	

Listening

- Responding to music through movement, altering movement to reflect the tempo, dynamics, or pitch of the music.
- Exploring lyrics by suggesting appropriate actions.
- Exploring the story behind the lyrics or music.
- Listen to and follow a beat using body percussion and instruments.
- Considering whether a piece of music has a fast, moderate or slow tempo.
- Listening to sounds and matching them to the object or instrument.
- Listening to sounds and identifying low or high pitch.
- Listening to and repeating a simple rhythm.
- Listening to and repeating simple lyrics.
- Understanding that different instruments make different sounds and grouping them accordingly.

- Recognising and understanding the difference between pulse and rhythm.
- Understand that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes.
- Describing the character, mood, or story of music they listen to both verbally and through movement.
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music.
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use music vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short simple melody by ear.
- Suggesting improvements to their own and others work.

