

Progression of Skills – MUSIC

Inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure will be communicated and shared with children through their infant experience. The key vocabulary forms an important strand of understanding music and should be continually related to throughout any teaching, speaking and sharing of music that takes place in and around school. Each year group will closely look at all the musical terms, recapping and building on previous learning. Each year group has an additional, more in-depth focus on one, or two of the musical terms throughout the year, to ensure thorough embedding of knowledge. Key displays of 'musical terms' will be displayed around school to prompt both teachers' and pupils'. Before any singing session all children should be encouraged to engage in vocal warm up games mouth exercise games.

Musical terms:

Pulse/beat: like a heartbeat, a steady beat underlying the music

Rhythm: pattern of sound

Pitch: high sounds, low sounds

Structure: how a piece of music/song is built up, eg verse-chorus-verse-chorus

Dynamics: loud, quiet, getting louder, getting quieter

Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound

Texture: layers in the music, eg one sound or several sounds

Tempo: speed

Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This "line" gives the contour or shape of the melodic line

Genre: the type of music, eg pop, jazz, folk, classical

Foundation Stage

Aspects of musical learning and development: Hearing and Listening, Vocalising and Singing, Moving and Dancing, Exploring and Playing

Music interweaves through all areas of learning and development. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being a human. 'Letters and Sound' is taught throughout the FS and plays an important part in introducing children to the sound system and communication, focussing on 'sound discrimination' and 'environmental sounds' (aspect 1), 'instrumental sounds' (aspect 2), 'body percussion' (aspect 3) 'Rhythm and rhyme' (aspect 4) and 'Voice sounds' (aspect 6). Instruments should be shared and respected, both FS1 and FS2 display instruments in their 'continuous provision' allowing children see, explore and use instruments at their leisure. A shared outdoor area provides a wealth of sound exploration through set 'extra-large instruments' and the use of household items in the 'Witches kitchen' used to create sound. The 'Characteristics of Effective Learning' should interweave through EYFS allowing for opportunities whereby children 'play and explore', 'have a go', 'keep trying', and 'make links' within their musical exploration.

EAD	Exploring and using media and materials	Being imaginative	Progression of skills		
			Foundation 1		Foundation 2
Musical Terms to focus on:			Pitch / Tempo.		Pulse/beat / Timbre / Rhythm
Genre to focus on:			Pop.	Folk.	Rap
3 and 4 year olds Listen with increased attention to sounds. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.			4 and 5 year olds 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		-Engage in whole group singing times daily. -Introducing new music alongside familiar music Copy children's vocalisations to show you hear and value them. Demonstrate using voice in a range of ways e.g. sing quietly, slowly, sadly etc. Moving to the beat of instruments Circle games passing instruments carefully and respectfully and exploring how we can make a sound on them; with hands, fingers, sticks etc.
Play instruments with increasing control to express their feelings and ideas Sing the pitch of a tone sung by another person ('pitch match').			-Group instrument match games. -Look at different genres of music and where in the world they originate - use childrens' holiday destinations as inspiration. -Describe the sounds on instruments e.g. scratchy, smooth, soft - timbre -How does the music make you feel? Allow the children to feel the music, not just hear it. Dough disco -Pitch – hum/one syllable sounds along to songs. ---Encourage children to repeat phrases - rap -Use singing puppets. Stop at intervals and suggest puppet has forgot the next line. Encourage individual children to sing for the puppet. -Clap and tap bodies to the pulse/beat of the music/song. (Use 'Creepy Crawly Calypso')		-Audio instrument sounds and sound lotto games. -Look closer at music/songs, where does it originate and who is the artist? What might have inspired the artist? e.g. Bob Marley - Reggae -What instruments can we hear in a piece of music? texture -Abstract paintings inspired by music (Melissa McCracken) -Control their singing voices e.g. when singing loud, don't shout -Play with rhyming words. -Pat, strike, bang an instrument to the beat of a song the whole group is singing. -Encourage children to move/dance whilst playing instruments. (Use 'Creepy Crawly Calypso')
Create their own songs or improvise a song around one they know. Respond to what they have heard, expressing their thoughts and feelings.			-How does the music make you feel? - Use repeated tracks for certain parts of the day e.g. a certain song played for tidy-up time, home time, singing time, quiet time etc. -Use microphones at group singing times on a set day e.g. karaoke Friday. -Encourage parents to share videos with nursery of their children's dancing and singing. Celebrate, share and copy these in Nursery.		-Abstract thinking about music e.g. "this music sounds like floating on a boat" -Compare pieces of music. -Describe changes in pieces of music e.g. started slow, finished fast. -Engage children in music choices for the order of the day e.g. quiet time, play time, dinner time, maths time etc. -Opportunities for 'solo' singing. -Celebrate individuals' achievements in music and dancing.
Displays – a display in each area of school denoting key vocabulary and terminology used in the world of music (inter-related dimensions). A large photograph of each of the displays around school to be brought together and displayed in the music room.			Pulse/ beat display – drum		Rhythm display – rhyming words, hands picture for each syllable. Use musical notations within the display. Abstract paintings.

Key Stage 1 – MUSIC

Music doesn't have to be taught within a 'Music session'. Incorporate music and its magic into daily practices and through other curriculum subjects, use it 'in the moment', and burst into song when a word or action prompts you to do so. Inspire pupils to develop a love of music in their day to day practice and as they move around school. Give them tools, critically engage them, allow them to compose and listen with discrimination to music, allow opportunities to create and share their attempts, critique and achievements in music.

Musical Terms to focus on:	Structure / Dynamics	Texture / Melodic shape
Genre to focus on:	Opera. Cyber. Indian	Pop. Classical
Aims	Year 1	Year 2
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.		
Pupils learn to sing and 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, tempo, timbre, texture, structure and appropriate musical notations.		
Subject Content	Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none"> -Explore the use of the voice in different ways, such as speaking, singing and chanting -Use glockenspiels to explore how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. -Find out how to sing with expression, confidence and creativity to an audience. -Create a singing area where small groups or individuals can sing e.g. a large box (singing in the shower effect!) for solitary singing. – X factor. 	<ul style="list-style-type: none"> -Sing with a sense of the shape of a melody - Graphic scoring. -To represent sound with symbols. -To improvise in making sounds with the voice. -Perform songs using creativity and expression and create dramatic effect -Record their voices, chants and songs on 2simple music – can peers identify them? Use the recordings at performances. -What is a recording studio? Visit to the local radio station?
Play tuned and untuned instruments musically.	<ul style="list-style-type: none"> -Describe and name a range of instruments. -Explore body percussion through musical groups such as: Barbatuques -Play instruments for others to move to. -Repeat, and investigate simple beats and rhythms through introduction of simple musical notations. -Learn to play sounds, linking them with symbols – learn the 7 main musical notes in the chromatic scale; ABCDEFG -Encourage children to mark the pulse of a song with stamps. -Understand how to play an instrument with care and attention. Watch present day performers on stage. 	<ul style="list-style-type: none"> -Describe and name key string instruments. -Perform simple patterns and accompaniments keeping to a steady pulse -Recognise and explore how sounds can be organised. -Play the chromatic scale on an instrument ABCDEFG -Clap, tap, play a simple phrase of music reading the musical notations. -Respond to starting points that have been given. -Understand how to control playing a musical instrument so that they sound as they should. Sing songs they know well, add an instrument to play the beat and one to play with the rhythm -texture Have a conductor in class performances; respond to a range of gestures for stop/start, fast/slow, loud/quiet. -Watch previous Y2 performances and critic.
Listen with concentration and understanding to a range of high quality live and recorded music.	<ul style="list-style-type: none"> -Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) -Reflect on music and say how it makes people feel, act and move. Does it create stereotypes? Do you associate music with someone or something e.g. rock music with bikers? -Respond to different composers and discuss different genres of music. -Sort instruments into different types. -Cbeebies Yolanda's band jam -Listen to pieces of music that describe e.g. the sea, fireworks etc. -look closely at the Indian 'Saptak festival' use movement and dance to reinforce the enjoyment of music. 	<ul style="list-style-type: none"> -Notice how different music can be used to create different moods and effects and to communicate ideas. -Listen and understand how to improve own composition. -Invite Heritage students to come and perform. -look at some of the first composers of music such as Joseph Haydn and Carl Philipp Emanuel Bach and compare them to today's artists such as Ed Sheeran.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> -Create a sequence of long and short sounds with help, including clapping longer rhythms. -Investigate making sounds that are very different (loud and quiet, high and low etc.) -Explore own ideas and change as desired. -Use symbols to represent sounds -Explore the effect of silence. -Explore how to create a short composition on 2Simple Music 	<ul style="list-style-type: none"> -Choose carefully and order sounds in a beginning middle and end. -Use sounds to achieve an effect (including ICT). Create short musical patterns. -Investigate long and short sounds. -Explore changes in pitch to communicate an idea. -Make up their own three note tunes independently. -Create a short composition on 2Simple Music and share with peers to play it.
DIPLAYS	Pitch display – animal sounds?	Melodic shape

Key progression of skills in MUSIC

Foundation 1	Foundation 2	Year 1	Year 2
Pulse/beat. Pitch. Dynamics. Tempo. Melodic shape Pop. Folk. Rap	Rhythm. Timbre. Texture. Melodic shape Pop. Reggae. Jazz.	Pulse/beat / Pitch / Speed. Opera. Cyber. Indian	Texture / Structure / Melodic shape Pop. Classical
Copy childrens' vocalisations	Use voice recorders.	Sing with expression Record their voices, chants and songs on 2simple music – can peers identify them?	Solo singing to an audience Perform songs using creativity and expression and create dramatic effect Use childrens' recordings in performances.
Moving to the beat of an instrument.	Play the beat of an instrument for peers to move to.	Play instruments for small groups to move to. Introduce simple musical notations. Use symbols to represent sounds	Play instruments for a large group to move to (Hall time). Perform simple patterns and accompaniments keeping to a steady pulse Clap, tap, play a simple phrase of music reading the musical notations . Represent sound using symbols.
Exploring how we make a sound on an instrument. Focus on 'timbre'	Compare pieces of music Pop v Reggae Pat, strike, bang an instrument to the beat of a song the whole group is singing.	Learn to play sounds, linking them with symbols – learn the 7 main musical notes in the chromatic scale; ABCDEFG	Play the chromatic scale on an instrument ABCDEFG Recognise and explore how sounds can be organised. Sing songs they know well, add an instrument to play the beat and one to play with the rhythm – texture Listen and understand how to improve own composition . Understand how to control playing a musical instrument so that they sound as they should.
Value and respecting instruments - Introduction to displaying instruments and returning them once finished.	Engage children in choices of instruments to support different areas of learning or movement around the area. Display area of instruments for children to play and return.	Describe and name a range of instruments. Sort instruments into different types Understand how to play an instrument with care and attention . Watch present day performers on stage.	Describe and name key string instruments . What is a recording studio? Visit to the local radio station?
Genres of music from individuals experiences e.g. holidays	Look at the artists of childrens' favourite songs e.g. Arianna Grande Artists from African music e.g. Bob Marley find out more about them.	Discuss the different genres in music. Look closely at the Indian 'Saptak festival' use movement and dance to reinforce the enjoyment of music.	-look at some of the first composers of music such as Joseph Haydn and Carl Philipp Emanuel Bach and compare them to today's artists such as Ed Sheeran. Invite Heritage students to come and perform.
Move their bodies to different music	Dance whilst playing instruments.	Explore body percussion through musical groups such as: Barbatuques Create a sequence of long and short sounds with help, including clapping longer rhythms.	Have a conductor in class performances; respond to a range of gestures for stop/start, fast/slow, loud/quiet.
Describe how music makes them feel.	Abstract thinking about music e.g. "this music sounds like floating on a boat"	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Explore the effect of silence .	Melody: Graphic scoring Notice how different music can be used to create different moods and effects and to communicate ideas .
Value and share childrens' achievements in music	Celebrate individuals' achievements.	Introduction to 2SimpleMusic technology. Opportunity to explore their own ideas with music and change as desired. Create a short composition	Create short musical patterns independently. Create a short composition on 2Simple Music and share with peers to play it. Watch previous Y2 performances and critic .
Pitch - high and low sounds	Control their voices e.g. not shouting when singing loud – sing Do, re me, far, so, la, te, do and use the glockenspiel/xylophone.	Explore the use of the voice in different ways, such as speaking, singing and chanting. Use instruments to explore how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.	Explore changes in pitch to communicate an idea. Make up their own three note tunes independently.
Match instrument sounds	Texture – what instruments can we hear in music - Jazz	Stereotypes in music? Listen to pieces of music that describe e.g. the sea, fireworks etc.	To improvise in making sounds with the voice.
Clap hands, to the pulse/beat	Play a drum to pulse/beat	Stamp feet to the pulse/beat	Play an instrument to the pulse/beat during a production Perform simple patterns and accompaniments keeping to a steady pulse

Get started: [Scheme Overview and Documentation](#)

Previous Scheme: The previous Scheme is still [available here](#).

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and The Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Year 2
Reception

Year R

- Autumn 1
Me!
- Autumn 2
My Stories
- Spring 1
Everyone!
- Spring 2
Our World
- Summer 1
Big Bear Funk
- Summer 2
Reflect, Rewind and Replay

For details about the Musical Progression and the learning expectations for this year see the documentation to the right.





This half-termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focussed around nursery rhymes and action songs.

Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will allow you to engage the children in activities related to the developmental events taking place in their changing lives.






Learn to sing nursery rhymes and action songs:

- Pat-a-cake
- 1, 2, 3, 4, 5, Once I Caught A Fish Alive
- This Old Man
- Five Little Ducks
- Name Song
- Things For Fingers

Click document title to view, or
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-  **Music in Reception Unit Overview** 
-
-  **Activity Manual** 

Click document title to view, or
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-  Scheme Overview
-  Keywords
-  History of Music Poster
-  Style Indicators
-  Listen and Appraise Poster

Year 1

Mobile Broadband

Year 1/Scheme/Home

End of Key Stage Expectatio

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SCHEME

🎵 FREESTYLE

🎹 INSTRUMENTS

🎤 SING

📬 SEND

🎯 MY WORKSPACE

Home > Scheme >

Year 1

Units

- Autumn 1
Hey You!
- Autumn 2
Rhythm In The Way We Walk and The Banana Rap
- Spring 1
In The Groove
- Spring 2
Round And Round
- Summer 1
Your Imagination
- Summer 2
Reflect, Rewind and Replay

Year 1 Overview

For details about the Musical Progression and the learning expectations for this year see the documentation to the right.

Autumn 1

Unit: Hey You!

Style: Old School Hip Hop

Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.

Links to other units:
Fresh Prince Of Bel Air - KS2/ages 7-11 (Scheme Year 6)
Ee-Oh! by Benjamin Britten - KS2/ages 7-11 (see Freestyle)

Autumn 2

Unit: Rhythm In The Way We Walk and The Banana Rap

Style: Reggae, Hip Hop

Topic and cross curricular links: Action songs that link to the foundations of music

Year 1 Documents

Click document title to view, or click the arrow to download.

- 📄 Activity Manual ⬇
- 📄 Styles and Cross-Curricular Links - KS1 ⬇
- 📄 Listen and Appraise Poster ⬇
- 📄 Musical Progression KS1 ⬇
- 📄 Differentiation ⬇

Assessment

Click document title to view, or click the arrow to download.

- 📄 End of Key Stage Expectations (Expected Musical Learning for Key Stage) ⬇

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Mobile Broadband

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MUSICAL SCHOOL

Units of Work in Year 1 and their Learning Focus

Units of Work	Ongoing Focus <small>Learning new musical skills/concepts and revisiting them over time and with increasing depth</small>	Unit-specific Focus
Autumn 1: Hey You!	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. • Playing - start to play an instrument in a group/band/ensemble. • Improvisation - begin to explore and create your own responses, melodies and rhythms. • Composition - begin to create your own responses, melodies and rhythms and record them in some way. <p>Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> <p>Old School Hip Hop:</p> <ul style="list-style-type: none"> • Hey You! by Joanna Mangona • Me, Myself And I by De La Soul • Fresh Prince Of Bel-Air by Will Smith • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC
Autumn 2: Rhythm In The Way We Walk/The Banana Rap	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games • Singing 	<p>How pulse, rhythm and pitch work together. Singing and rapping.</p> <p>Mixed styles:</p> <ul style="list-style-type: none"> • Rhythm In The Way We Walk by Joanna Mangona (Reggae) • The Planets, Mars by Gustav Holst (Classical) • Tubular Bells by Mike Oldfield (Pop) • The Banana Rap by Joanna Mangona (Hip Hop)

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Autumn 1: Hey You!

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Steps

Overview

Documentation

🎵 LAUNCH Step 1

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by Joanna Mangona - An old school hip

Key Documents (2)

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Year 2

Units

- Autumn 1
Hands, Feet, Heart
- Autumn 2
Ho Ho Ho
- Spring 1
I Wanna Play In A Band
- Spring 2
Zootime
- Summer 1
Friendship Song
- Summer 2
Reflect, Rewind and Replay

Year 2 Overview

For details about the Musical Progression and the learning expectations for this year see the documentation to the right.

Autumn 1

Unit: Hands, Feet, Heart

Style: South African styles

Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.

Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)

Autumn 2

Unit: Ho Ho Ho

Style: Christmas, Big Band, Motown, Elvis, Freedom Songs

Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.

Links to other units: Christmas units

Year 2 Documents

Click document title to view, or click the arrow to download.

- Activity Manual
- Styles and Cross-Curricular Links - KS1
- Listen and Appraise Poster
- Musical Progression KS1
- Differentiation

Assessment

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- End of Key Stage Expectations (Expected Musical Learning for Key Stage

Spring 1

Unit: I Wanna Play In A Band

Style: Rock

Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.


Links to other units:

Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5)


Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)

 **Assessment Log**




 **Cultural and Personal Development Log**



 **Assessment Log - Editable**



 **Cultural and Personal Development Log - Editable**



Spring 2

Unit: Zootime

Style: Reggae

Topic and cross curricular links: Animals, poetry and the historical context of musical styles.

Links to other units:

Three Little Birds - KS2/ages 7-11 (Scheme Year 3)

Summer 1

Unit: Friendship Song

Style: Coming soon!

Topic and cross curricular links: Coming soon!

Links to other units: Coming soon!

Summer 2

Unit: Reflect, Rewind and Replay

Style: Western Classical Music and your choice from Year 2

