

Music Skills Progression

Concept	Year R	Year 1	Year 2
Performing: singing	<ul style="list-style-type: none"> • Sing familiar songs (see EYFS long term map). • Use voice in a range of ways (singing songs, chanting, rhyming). • Copy and perform simple rhythm patterns (rhythm) • Christmas nativity performance. 	<ul style="list-style-type: none"> • Sing with contrasting high and low melodies (pitch) – unit 3. • Control dynamics, duration and timbre when singing – unit 4. • Sing a song together as a group – unit 7. • Combine voice and movement to perform a chant and song – unit 11. • Use the voice to create descriptive sounds – unit 12. • Christmas nativity performance. 	<ul style="list-style-type: none"> • Chant and sing in two parts whilst playing a steady beat – unit 4. • Sing with expression, paying attention to the pitch shape of the melody – unit 8. • Understand pitch through singing, movement and note names – unit 11 (pitch). • Christmas nativity performance.
Performing: instruments	<ul style="list-style-type: none"> • Clap to the pulse beat (pulse). 	<ul style="list-style-type: none"> • Explore and control dynamics, duration and timbre with instruments – unit 4 (dynamics/timbre). • Play percussion instruments at different speeds (tempo) – unit 5. • Play and control changes in tempo – unit 5 (tempo). • Explore sounds on instruments and find different ways to vary their sound (dynamics) – unit 8. • Play fast, slow, loud and quiet sounds on percussion instruments – unit 9. • Use instruments to create descriptive sounds (texture). 	<ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments – unit 4 (rhythm). • Play pitch lines on tuned percussion – unit 4 (pitch). • Accompany a song with vocals, body percussion and instruments – unit 5. • Use instruments expressively in response to visual stimuli – unit 12.
Composing and improvising	<ul style="list-style-type: none"> • Begin to recognise familiar patterns within tunes. • Identify a repeated chorus (structure). • Identify the beginning and end of a piece of music (structure). 	<ul style="list-style-type: none"> • Improvise descriptive music – unit 4. • Respond to music through movement – unit 4. • Create a soundscape using instruments – unit 7. • Invent and perform new rhythms to a steady beat (rhythm/pulse) – unit 10. • Create, combine and play simple word rhythms (rhythm) – unit 11. 	<ul style="list-style-type: none"> • Combining sounds to create a musical effect in response to a visual stimuli – unit 7. • Exploring voices to create descriptive musical effects – unit 7. • Exploring different ways to organise music (structure) – unit 10.

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		<ul style="list-style-type: none"> • Create a picture in sound – unit 12. 	<ul style="list-style-type: none"> • Composing music to illustrate a story – unit 9. • Performing and creating simple 3 and 4 beat rhythms using a simple score – unit 10 (rhythm).
Listening	<ul style="list-style-type: none"> • Explore sounds on instruments and match the sounds to the instruments. • Identify when sounds in music change. • Respond to different moods of music in different ways. • Enjoy listening to and responding to music (e.g. this music reminds me of dancing at a party). 	<ul style="list-style-type: none"> • Explore different sound sources and materials – unit 7. • Explore sounds on instruments and find different ways to vary their sound. • Identify a change in pitch and respond to them with movement (pitch) – unit 6. • Understand how music can tell a story – unit 9. • Understand musical structure by listening and responding through movement (structure) - unit 12. • Listen in detail to a piece of orchestral music and identify some instruments – unit 6. 	<ul style="list-style-type: none"> • Exploring timbre and texture to understand how sounds can be descriptive – unit 3 (timbre/texture). • Match descriptive images to sounds – unit 3. • Listen to and repeat back rhythmic patterns on instruments and body percussion (rhythm) – unit 4. • Listen in detail to a piece of orchestral music and identify how it depicts a season (structure) – unit 9.
Appraising	<ul style="list-style-type: none"> • Discuss likes and dislikes – relating to a range of songs or parts of songs. • Share own feelings in relation to music (how the music makes them feel). • Describe music using some musical vocabulary (high, low, beat, hit, drum, bang, soft, loud, sing, clap – for example). 	<ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music – unit 4. • Identify ‘metre’ by recognising its pattern (rhythm) – unit 8. • Identify a repeated rhythm pattern (rhythm) – unit 10. • Use simple musical vocabulary to describe music (e.g. loud, quiet, happy, sad, instrument, rhythm, pulse, beat, rest, tempo, choir, song). 	<ul style="list-style-type: none"> • Identify ways of producing sounds by shaking, striking or plucking – unit 3. • Identify rising and falling in pitch (pitch) – unit 8. • Use musical vocabulary to describe music – unit 12 (for example: dynamics, tempo, clef, major, minor, scale, duet, instrument, woodwind, instrument).
Musical notation		<ul style="list-style-type: none"> • Create a picture in sound – unit 12. • Create a soundscape using instruments – unit 7. 	<ul style="list-style-type: none"> • Creating simple 3 and 4 beat rhythms using a simple score – unit 10 (rhythm).

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			<ul style="list-style-type: none"> Exploring different ways to organise music (structure) – unit 10.
Artists. Style and history	<p>Year group specific works: Nursery rhymes: (see EYFS curriculum map) Kerry Andrew – No Place Like Ravel – Bolero Saint-Saens – Carnival of the Animals Elvis Presley – Hound Dog</p> <p>Experience a range of composers and compositions through the school’s musical calendar (see below).</p>	<p>Year group specific works: Holst – The Planets Vivaldi – The Four Seasons Vaughn Williams – The Lark Ascending The Beatles – With A Little Help From My Friends AR Rahman – Jai Ho (Slumdog Millionaire)</p> <p>Experience a range of composers and compositions through the school’s musical calendar (see below).</p>	<p>Year group specific works: Ladysmith Black Mambazo – Inkanyezi Nezazi Traditional Sea Shanties Finlandia – Sibelius Mussorgsky – Night On A Bare Mountain Ma Rainey – Runaway Blues</p> <p>Experience a range of composers and compositions through the school’s musical calendar (see below).</p>
Musical Enrichment experiences	<p>Christmas Nativity Production + musical instrument (TBC)</p>	<p>Christmas Nativity Production + musical instrument (TBC)</p>	<p>Christmas Nativity Production Djembe drumming (Spring 2) + musical instrument (TBC)</p>

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Yearly Music Calendar

Wk 1	Ska	Wk 11	Northern Soul	Wk 21	K Pop (Korean Pop)	Wk 31	Electronic
Wk 2	R 'n' B	Wk 12	Dance Music	Wk 22	Emo	Wk 32	Legendary Men of Music
Wk 3	Pop Music	Wk 13	Metal	Wk 23	Legendary Bands	Wk 33	Ambient / Instrumental
Wk 4	Classical / Baroque	Wk 14	Show Tunes	Wk 24	Soul	Wk 34	World Music
Wk 5	Boy Bands	Wk 15	Rock	Wk 25	House	Wk 35	Techno
Wk 6	Legendary Women of Music	Wk 16	Gospel	Wk 26	Jazz	Wk 36	Grunge
Wk 7	Brit-Pop	Wk 17	Girl Power!	Wk 27	Opera	Wk 37	'One Hit' Wonders
Wk 8	Blues	Wk 18	Disco	Wk 28	Funk	Wk 38	Grime
Wk 9	Punk / Pop Punk	Wk 19	Rap / Hip Hop	Wk 29	POWER Ballads	Wk 39	Psychedelic
Wk 10	Rock 'n' Roll / Rockabilly	Wk 20	Country Music	Wk 30	Reggae	End of School Year	

The children are exposed to the above music genres and artists throughout the school year – with a genre per week exposed to the children during singing assemblies.