



## MUSIC

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TERM 1	Focus: Texture 'Working World' (Understanding the World)	1 Ourselves 2 Number	1 Ourselves 2 Toys	1 Environment 2 Building	1 Poetry 2 Environment	Solar System	World Unite
TERM 2	Focus: Loud and Quiet 'Growth and Change' (Physical Development)	3 Animals 4 Weather	3 Our Land 4 Our Bodies	3 Sounds 4 Poetry	3 Sounds 4 Recycling	Our Community	Journeys
TERM 3	Focus: Beat and Tempo 'Special People' (PSED)	5 Machines 6 Seasons	5 Animals 6 Number	5 China 6 Time	5 Building 6 Around the World	Life Cycles	Growth
TERM 4	Focus: High and Low 'Going Places' (Communication and Language)	7 Our School 8 Pattern	7 Storytime 8 Seasons	7 In the Past 8 Communication	7 Ancient Worlds 8 Singing Spanish	Keeping Healthy	Roots
TERM 5	Focus: Structure 'Moving Patterns' (Mathematics)	9 Storytime 10 Our bodies	9 Weather 10 Pattern	9 Human Body 10 Singing French	9 Communication 10 Time	At the Movies	Class Awards
TERM 6	Focus: Timbre 'Our Senses' (Expressive Arts and Design)	11 Travel 12 Water	11 Water 12 Travel	11 Ancient 12 Food and Drink	11 In the Past 12 Food and Drink	Celebration	Moving On



## MUSIC SKILLS PROGRESSION

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>MUSIC</b>	<p><b>RELEVANT ELGS</b></p> <p>EXPRESSIVE ARTS AND DESIGN:</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Singing</b></p> <p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 and 3)</p> <p>Learn to sing partner songs (Unit 3)</p> <p>Sing a call and response song in a minor key in two groups (Unit 8)</p> <p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>	<p>Prepare for a performance by considering notation, performance space, setting up and other logistics (Unit 1)</p> <p>Develop techniques of performing rap using texture and rhythm (Unit 2)</p> <p>Sing and play scales and chromatic melodies accurately (Unit 4)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</p> <p>Sing a song in unison and three-part harmony (Unit 6)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing and rehearsal skills through allocated roles (Unit 2)</p> <p>Develop, rehearse and perform a min-musical, including dialogue, singing, playing and movement (Unit 4)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</p> <p>Perform complex song rhythms confidently (Unit 6)</p> <p>Change vocal tone to reflect mood and style (Unit 6)</p>
	<p><b>Playing Instruments</b></p> <p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration and timbre (Unit 4)</p> <p>Play at different speeds and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find ways to vary their sound (Unit 8)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud and quiet on percussion (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinato (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform pentatonic song with tuned/untuned (Unit 5)</p> <p>Play independent parts in more than 1 metre on body, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinato (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Read graphic notation to play a melody on untuned instruments (Unit 10)</p>	<p>Combine body percussion ostinato as a song accompaniment (Unit 5)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</p> <p>Play and sing ostinato from staff notation (Unit 10)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>	<p>Read a melody in staff notation (Unit 3)</p> <p>Interpret graphic notation on various soundmakers (Unit 5)</p> <p>Perform music together in sync with a movie (Unit 5)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6)</p> <p>Control short, loud sounds on a variety of instruments (Unit 6)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p>	



		<b>Improvising / Exploring</b>	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find ways to vary their sound (Unit 8)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p>	<p>Improvise in response to visuals, with emphasis on timbre (Unit 4)</p> <p>Explore household items as music (Unit 4)</p> <p>Improvise melodies using pentatonic scale (Unit 5)</p> <p>Explore layering using graphic score (Unit 7)</p> <p>Understand syncopation (Unit 10)</p>	<p>Develop accompaniments using ostinato and improvise rhythms on untuned instruments (Unit 2)</p> <p>Explore jazz scat singing (Unit 1)</p> <p>Use whole tone scale (Unit 2)</p> <p>Create effects using contrasting pitch (Unit 3)</p> <p>Explore techniques used in movie soundtracks (Unit 5)</p> <p>Interpret graphic notation on soundmakers (Unit 5)</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other soundmakers (Unit 4)</p>
		<b>Composing</b>	<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple 3 and 4 beat rhythms using a simple score (Unit 10)</p>	<p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</p> <p>Use a score and combine sounds to create different musical textures (Unit 12)</p>	<p>Compose and intro for a song (Unit 2)</p> <p>Compose pentatonic melodies on graphic scores (Unit 6)</p> <p>Compose a rap (Unit 9) and fanfare (Unit 11)</p> <p>Compose and play sequences of word rhythms (Unit 12)</p>	<p>Develop structure and graphic score for vocal piece (Unit 3)</p> <p>Explore vocal techniques and compose 'a capella' (Unit 3)</p> <p>Use musical dimensions to create and perform music for a movie (Unit 5)</p> <p>Evaluate and refine compositions (Unit 5)</p> <p>Create sounds for a movie, following a timesheet (Unit 5)</p>	<p>Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Compose programme music from a visual stimulus (Unit 5)</p>
		<b>Listening</b>	<p>Recognise and respond to changes in tempo (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>	<p>Listen to and learn about: Hindustani classical music (Unit 3), traditional Chinese music (Unit 5), Romantic piece of music (Unit 6), Tudor dance music (Unit 7), a medieval antiphon (Unit 7)</p> <p>Learn how sounds are produced and instruments classified (Unit 3)</p>	<p>Understand how rhythm affects phrasing (Unit 1)</p> <p>Listen/learn: Bhangra music (Unit 4), 1940s band (Unit 3), 2 composers of 20<sup>th</sup> Century (Unit 2), Renaissance instruments (Unit 11)</p> <p>Copy rhythms and melody (Unit 9)</p> <p>Match rhythm with notation (Unit 10)</p>	<p>Understand features of whole tone scale (Unit 2)</p> <p>Listen/learn: modern classical/avant garde 20th century (Unit 2), early Baroque (Unit 3)</p> <p>Demonstrate understanding of the effect of music in movies (Unit 5)</p>	<p>Follow and interpret a complex graphic score (Unit 3)</p> <p>Experience and understand effect of harmony (Unit 6)</p> <p>Listen to and understand modulation in a musical bridge (Unit 6)</p>



		<b>Appraising</b>	<p>Identify a sequence of sounds in a piece of music (Unit 4)          Listen in detail to a piece of orchestral music (Unit 6)          Identify metre by recognising its pattern (Unit 8)          Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (Unit 3)          Identify rising and falling pitch (Unit 8)          Listen in detail to a piece of orchestral music (Unit 9)          Use simple musical vocabulary to describe music (Unit 12)          Listen, describe and respond to contemporary orchestral music (Unit 12)</p>	<p>Identify the metre in a piece of music (Unit 6)          Recognise rhythm patterns in staff notation (Unit 6)          Recognise pitch shapes (Unit 10)</p>	<p>Identify different instrument groups (Unit 3)          Describe structure of orchestral music (Unit 5)          Develop listening skills (Unit 6)          Identify features of minimalist music (Unit 7)          Compare/contrast structure of music (Unit 7)          Identify metre of a new song (Unit 10)          Listen/analyse 20<sup>th</sup> century ballet music (Unit 10)</p>	<p>Describe a tone poem (Unit 2)          Listen to impressionist music and describe using musical vocabulary (Unit 2)          Compare/contrast Romantic music (Unit 3)          Identify changes and effect of tempo (Unit 5)          Evaluate compositions and refine (Unit 5)          Explore a song arrangement (Unit 6)          Rehearse, improve and analyse an ensemble performance (Unit 6)</p>	<p>Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)          Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)</p>
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