

National Curriculum Coverage and Progression



Subject: Music		Cycle: B	
<p>EYFS Early Learning Goals:</p> <p>Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.</p> <p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			
<p>EYFS continuous provision opportunities:</p> <ul style="list-style-type: none"> • Opportunities for children to express and represent their feelings, ideas and story-telling through music, dance and role play with costumes • Opportunities for children to play untuned and tuned instruments • Opportunities for children to perform to one another and a wider audience i.e. another class, whole school or parents • Providing equipment for children to make own instruments • Opportunities to sing songs and use rhymes for both enjoyment and learning • Opportunities to listen to music for dance, song and story telling • Songs to mark times of day • Songs to learn and sing with rest of school 			
<p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> • Create a way to make sounds by having their own ideas. • Exploring instruments to include use of the voice. 	<p>Vocabulary</p> <p><i>'Goldilocks' words:</i></p> <p>Sing Higher/lower Tune Music Up/down Rhythm/beat <i>'Step on' word</i> Pulse Key</p>	<p>Resources</p> <p>Instruments for indoor and outdoor bases Constructed instruments and real instrument Access to songs/stories and dance Access to music of different genres and cultures</p>	
Year Group	Yr 1/2	Yr 3/4	Yr 5/6
Autumn 1	<p>Hands, Heart, Feet Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4:</p>	<p>Mamma Mia Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4:</p>	<p>Happy In greater depth and with increasing confidence: Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p>

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	<ul style="list-style-type: none"> ● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. ● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom instrument in a group/band/ensemble. ● Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms. ● Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. DISCUSS/respect/improve your work together.</p>	<ul style="list-style-type: none"> ● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. ● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. ● Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms. ● Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. <p>Eventually explore the link between sound and symbol. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. DISCUSS/respect/improve your work together.</p>	<p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. ● Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. ● Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. <p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. DISCUSS/respect/improve your work together</p>
Autumn 2	<p>HoHoHO Listen & Appraise (descriptions for all strands as above) Musical Activities: ● Games ● Singing Perform/Share</p>	<p>Glockenspiel Stage 2 Listen & Appraise (descriptions for all strands as above) Musical Activities: ● Games ● Singing ● Playing Perform/Share</p>	<p>Classroom Jazz 2 Listen & Appraise (descriptions for all strands as above) Musical Activities: ● Playing ● Improvisation Perform/Share</p>
Spring 1	<p>I Wanna Play In A Band Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Playing ● Improvisation - option after Step 3</p>	<p>Stop! Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Playing ● Composition - option after Step 4</p>	<p>A New Year Carol Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Perform/Share</p>

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	<ul style="list-style-type: none"> • Composition - option after Step 4 Perform/Share	Perform/Share	
Spring 2	Zootime Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Lean On Me Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	You've Got A Friend Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share
Summer 1	Friendship Song Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Blackbird Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Perform/Share	
Summer 2	Reflect, Rewind and Replay Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Perform/Share	Reflect, Rewind and Replay Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Perform/Share	Reflect, Rewind and Replay Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Perform/Share