

EYFS and KS1 MUSIC CURRICULUM PROGRESSION MAP

Scheme: Sing Up

INTENT: Our intent is to engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Our children will have opportunities to listen to a wide range of music and learn about performers and composers including live opportunities.

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| Autumn Term | <p align="center">Focus: Timbre, beat, pitch contour. I've got a grumpy face In this topic, children will learn:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. <p>*I can sing with a sense of pitch.</p> <p align="center">Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. The Sorcerer's Apprentice In this topic, children will learn:</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing. <p>*I can move showing a sense of the music.</p> <p align="center">Focus: Timbre, beat, pitch contour, musical storytelling. Christmas Nativity Play In this topic, children will learn:</p> <ul style="list-style-type: none"> • Sing with a sense of pitch, following the shape of the melody with voices. • Explore storytelling elements in the music and create a class story inspired by the piece. • Respond to music in a range of ways e.g. movement, talking, writing. | <p align="center">Focus: Active listening (movement), beat, echo singing, showing pitch moving.</p> <p>Menu Song In this topic, children will learn:</p> <ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song. <p>*I can sing with correct pitch.</p> <p align="center">Focus: Beat, march, timbre, film music. Colonel Hathi's march In this topic, children will learn:</p> <ul style="list-style-type: none"> • Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). <p>*I can respond to musical characteristics through movement.</p> <p align="center">Focus: Timbre, pitch, structure, graphic symbols, classical music. Magical musical aquarium In this topic, children will learn:</p> <ul style="list-style-type: none"> • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement. | <p align="center">Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.</p> <p>Tony Chestnut In this topic, children will learn:</p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear. <p align="center">Focus: Timbre, tempo, dynamics, pitch, classical music. Carnival of the animals In this topic, children will learn:</p> <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement. <p>*I can respond to music using musical vocabulary and through movement and dance.</p> <p align="center">Nine Lessons and Carols In this topic, children will learn:</p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using voice/instruments. |



| | | | *I can perform a song in a group in two parts. |
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| Spring Term | <p>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Shake my sillies out In this topic, children will learn:</p> <ul style="list-style-type: none">• Create a sound story using instruments to represent different animal sounds/ movements.• Sing an action song with changes in speed.• Play along with percussion instruments.• Perform the story as a class.• Listen to music and show the beat with actions. <p>*I can play instruments to accompany a story.</p> <p>Focus: Timbre, tempo, structure (call-and-response), active listening. Five fine bumble bees In this topic, children will learn:</p> <ul style="list-style-type: none">• Improvise a vocal/physical soundscape about minibeasts.• Sing in call-and-response and change voices to make a buzzing sound.• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.• Listen to a piece of classical music and respond through dance. <p>*I can listen and respond through dance or drawing to a piece of classical music.</p> | <p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C). Football In this topic, children will learn:</p> <ul style="list-style-type: none">• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).• Chant together rhythmically, marking rests accurately.• Play a simple ostinato on untuned percussion.• Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.• Recognise the difference between a pattern with notes (pitched) and without (unpitched). <p>*I can play a simple ostinato (simple rhythmic pattern) on untuned percussion.</p> <p>Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music. Dawn from Sea Interludes In this topic, children will learn:</p> <ul style="list-style-type: none">• Sing a simple singing game, adding actions to show a developing sense of beat.• Listen actively by responding to musical signals and musical themes using appropriate movement.• Create a musical movement picture. <p>Focus: Question-and-answer, timbre, graphic score. Musical conversations In this topic, children will learn:</p> <ul style="list-style-type: none">• Compose musical sound effects and short sequences of sounds in response to a stimulus.• Improvise question-and-answer conversations using percussion instruments.• Create, interpret, and perform from simple graphic scores.• Recognise how graphic symbols can represent sound. <p>*I can create and perform using a graphic score.</p> | <p>Focus: Duration (crotchet, quavers, crotchet rest), unison, round. Grandma rap In this topic, children will learn:</p> <ul style="list-style-type: none">• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.• Chant Grandma rap rhythmically, and perform to an accompaniment children create.• Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.• Learn a clapping game to Hi lo chicka lo that shows the rhythm.• Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). <p>*I can play rhythms using stick notation.</p> <p>Focus: Beat, rhythm, repetition, structure, 20th century classical music. Orawa In this topic, children will learn:</p> <ul style="list-style-type: none">• Improvise and compose, structuring short musical ideas to form a larger piece.• Sing and play, performing composed pieces for an audience.• Listen and appraise, with focus and attention to detail, recalling sounds and patterns. <p>*I can compose a short musical idea using tuned percussion.</p> <p>Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto). Trains In this topic, children will learn:</p> <ul style="list-style-type: none">• Begin to understand duration and rhythm notation.• Structure musical ideas into a whole-class composition.• Learn a simple rhythm pattern and perform it with tempo and volume changes. |



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| | | | <ul style="list-style-type: none">• Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.• Follow signals from a conductor.• Listen to and analyse four pieces of music inspired by travel/vehicles. |
| Summer Term | <p>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Down there under the sea In this topic, children will learn:</p> <ul style="list-style-type: none">• Develop a song by composing new words and adding movements and props.• Sing a song using a call-and-response structure.• Play sea sound effects on percussion instruments.• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).• Listen to a range of sea-related pieces of music and respond with movement. <p>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. It's oh so quiet In this topic, children will learn:</p> <ul style="list-style-type: none">• Improvise music with different instruments, following a conductor.• Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.• Play different instruments with control.• Explore dynamics with voices and instruments.• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. <p>*I can play tuned percussion instruments.</p> <p>Focus: Timbre, beat, pitch contour, musical storytelling. Eddie the Penguin musical In this topic, children will learn:</p> <ul style="list-style-type: none">• Sing with a sense of pitch, following the shape of the melody with voices.• Explore storytelling elements in the music and create a class story inspired by the piece. | <p>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Dancing and drawing to Nautilus In this topic, children will learn:</p> <ul style="list-style-type: none">• Perform actions to music, reinforcing a sense of beat.• Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.• Develop awareness of duration and the ability to move slowly to music.• Create art work, drawing freely and imaginatively in response to a piece of music. <p>*I can perform to my class responding to musical signals.</p> <p>Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Cat and mouse In this topic, children will learn:</p> <ul style="list-style-type: none">• Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.• Attempt to record compositions with stick and other notations.• Sing and chant songs and rhymes expressively.• Listen and copy rhythm patterns. <p>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills.</p> <p>Come dance with me In this topic, children will learn:</p> <ul style="list-style-type: none">• Create musical phrases from new word rhythms that children invent.• Sing either part of a call-and-response song.• Play the response sections on tuned percussion using the correct beater hold.• Echo sing a line independently with teacher leading, then move on to pair singing in echo format.• Copy call-and-response patterns with voices and instruments. | <p>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Swing-along with Shostakovich In this topic, children will learn:</p> <ul style="list-style-type: none">• Create action patterns in 2- and 3-time.• Listen actively and mark the beat by tapping, clapping, and swinging to the music.• Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').• Understand and explain how beats can be grouped into patterns and identify them in familiar songs.• Move freely and creatively to music using a prop. <p>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). Charlie Chaplin In this topic, children will learn:</p> <ul style="list-style-type: none">• Compose a soundtrack to a clip of a silent film.• Understand and use notes of different duration.• Understand and use notes of different pitch.• Understand and use dynamics. <p>*I can compose for tuned percussion demonstrating understanding of duration and pitch of notes.</p> <p>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns. Tanczomy labada In this topic, children will learn:</p> <ul style="list-style-type: none">• Demonstrate an internalised sense of pulse through singing games. |



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| | <ul style="list-style-type: none">• Respond to music in a range of ways e.g. movement, talking, writing. <p>*I can perform to an audience.</p> | <p>*I can play response sections on tuned percussion with correct beater hold.</p> | <ul style="list-style-type: none">• Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.• Listen and match the beat of others and recorded music, adapting speed accordingly.• Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. <p>*I can create a performance with my class by singing in Polish and adding an accompaniment using tuned percussion.</p> |
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| NC End of Key Stage Expectations | <p>By the end of EYFS children should be taught to:</p> <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <p>By the end of KS1 children should be taught to:</p> <ul style="list-style-type: none">• 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. <p>Inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> |
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