

Subject Music				
Year R	Skills/knowledge progression	Content	EYFS Curriculum	Notes
	<p>To explore sounds using instruments</p> <p>To learn a range of songs</p> <p>Using out bodies to make music</p> <p>Listening to range of different music</p>	<p>Listening games – different sounds and different instruments</p> <p>Learning songs about</p> <ul style="list-style-type: none"> - friendship - minibeasts - space <p>Listening to different pieces of music</p> <ul style="list-style-type: none"> - 'Flight of a Bumblebee' by Nikolai Rimsky-Korsakov. - Classical and Rock – how does this change our mood? <p>Christmas play songs</p> <p>Rhythm and body percussion activities to nursery rhymes</p> <p>CD player with a range of music – children's interest</p> <p>Maths songs with actions</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Music played at the start of every assembly, artist and type of music discussed.</p> <p>Songs and chants learnt for performance at harvest assembly</p> <p>Local Musicians asked to come in and play on a termly basis for children to listen to in assembly</p>

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T1	Develop listening skills and use adjectives to describe the sounds in the music	Listen to 'The carnival Of The Animals' . Discuss how the sounds reflect the animal they represent Make sound track to animal of their choice	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs • play untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • play untuned instruments musically • experiment with, create, select and combine sounds using the interrelated dimensions of music 	Music played at the start of every assembly, artist and type of music discussed.
	Learn traditional rhymes	Learn traditional rhymes with animals – eg incy wincy spider		Songs and chants learnt for performance at harvest assembly
	Begin to match sounds	Add own music to 'Tiger in the Storm' painting		
Sounds Interesting	to recognise different sound sources •to explore different sound sources •to focus their listening	1. Sing Sound song to focus listening and to recognise a variety of sounds 2. Sing Hands can hold to make a variety of sounds using hands 3. Create a piece of hand music using the Sounds handy score		
	to recognise different sound sources •to explore different sound sources •to focus their listening	1. Sing Sound song adding vocal sounds and body percussion 2. Play the Sound song listening game to identify sound sources 3. Listen to Sounds menu to identify sound sources		
	•to explore different sound sources •to explore instruments •to control instruments	1. Sing Choose an instrument to explore the sounds of percussion instruments 2. Sing Listen to the east to demonstrate different ways of playing instruments 3. Play the Listen to the east game to discriminate between sounds made by playing instruments in different ways		
	to explore instruments •to control instruments •to explore expressive use of sounds	1. Sing Choose an instrument to develop skill handling classroom instruments 2. Play Traffic lights to conduct starting and stopping 3. Listen to the story and add sounds to The big blue jeep and the little white trike		
	•to explore expressive use of sounds •to use sounds expressively to illustrate a story	1. Sing The wheels on the bus to explore expressive ways of using the voice 2. Perform The wheels on the bus with instruments		

	3. Listen to The big blue jeep and the little white trike and add instrumental sounds	
<ul style="list-style-type: none"> •to explore expressive use of sounds •to use sounds expressively to illustrate a scene 	<ol style="list-style-type: none"> 1. Listen to the expressive use of music in The little train of the Caipira 2. Use the City sounds score to explore playing city sounds 3. Listen to Sing a song of people and add City sounds 	

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	Use instruments to match to sounds and make own simple composition	Compose a firework medley	<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the interrelated dimensions of music 	Local flautist plays to the children in assembly.
T2	how to use their voices to make a variety of long and short sounds	Sing Some sounds are short to explore making long and short vocal sounds	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs • play untuned instruments musically 	Christmas production singing and use of percussion.
THE LONG AND THE SHORT OF IT	<ul style="list-style-type: none"> •to respond to long and short sounds through movement 	<ol style="list-style-type: none"> 2. Listen to fireworks and create firework sound effects with reference to Fireworks bingo 3. Play the Fireworks bingo game to focus listening 		
	how to use their voices to make a variety of long and short sounds <ul style="list-style-type: none"> • how to make sounds of different duration on untuned percussion instruments 	<ol style="list-style-type: none"> 1. Explore instruments to make firework sounds 2. Add actions and vocal sounds to the song, It's bonfire night 3. Add instrumental sounds to It's bonfire night 		
	that music is made up of long and short sounds and silences <ul style="list-style-type: none"> • how to make sounds of different duration using voices and instruments 	<ol style="list-style-type: none"> 1. Listen to the duration of sounds made by different instruments in the song, Fade or float? 2. Sing Fade or float? and predict the duration of sounds made by different instruments 3. Use the rhyme, Bubble, to perform long and short vocal and body sounds, and whole body movements 		
	<ul style="list-style-type: none"> •that music is made up of long and short sounds and silences 	<ol style="list-style-type: none"> 1. Explore making long and short instrumental sounds then play the Bubble game to focus listening 2. Listen to Rippling rhythm to identify long and short sounds heard together 		

<ul style="list-style-type: none"> • how to use instruments to make sequences of long and short sounds 	3. Listen to Ho! Jack Frost and join in with words and actions		
<ul style="list-style-type: none"> • how to use instruments to make sequences of long and short sounds 	<ol style="list-style-type: none"> 1. Sing Ho! Jack Frost and listen to long and short sounds in the accompaniment 2. Choose long and short sounds to accompany Ho! Jack Frost 3. Listen and move to the song, Coming down, singing the repeated lines 		
<ul style="list-style-type: none"> • how to use instruments to create sequences of long and short sounds 	<ol style="list-style-type: none"> 1. Sing Coming down and perform it with movements 2. Choose and order sounds to represent each of the Sounds of winter pictures 3. Perform Coming down and Sounds of winter 		

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T3	Learn a song	Learn Dinosaur songs		
Feel the Pulse	<ul style="list-style-type: none"> • what is meant by steady beat • how to control a beat 	<ol style="list-style-type: none"> 1. Move to the beat of the song, Pinocchio 2. Respond to Raga abhogi and Country dance in movement 3. Sing Okki-tokki-unga with actions on the beat 	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play untuned instruments musically 	
	<ul style="list-style-type: none"> • identify the beat in different pieces of music and join in at faster and slower tempi (speeds) • what is meant by steady beat • how to control a beat 	<ol style="list-style-type: none"> 1. Sing Pinocchio's band , accompanying it with instruments played on the beat 2. Play the Get on Board game to move to beats at changing speeds 3. Listen to Bransle de chevaux to identify the beat 		
	<ul style="list-style-type: none"> • identify the beat in different pieces of music and join in at faster and slower tempi (speeds) • what is meant by rhythm • how to combine beat and rhythm • how to recall and copy rhythm patterns 	<ol style="list-style-type: none"> 1. Sing I hear thunder and mark the beat with clapping 2. Sing I hear thunder to recognise the difference between beat and rhythm 3. Sing Okki-tokki-unga to combine beat and rhythm 		
	<ul style="list-style-type: none"> • identify the rhythm of the words • perform rhythms to a given beat • recall and perform rhythm patterns to a steady beat 	<ol style="list-style-type: none"> 1. Sing This old man and clap the beat and rhythm 2. Accompany This old man with word rhythms 3. Sing Clap your hands with action patterns 		

<ul style="list-style-type: none"> • how to recall and copy rhythm patterns • how to create rhythm patterns based on words and phrases 			
<ul style="list-style-type: none"> • recall and perform rhythm patterns to a steady beat • begin to internalise and create rhythm patterns • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a song 	<ol style="list-style-type: none"> 1. Sing This old man and improvise rhythm patterns 2. Write and read simple rhythms using the Clap and wiggle score 3. Mark the beat of A dragon's very fierce 		
<ul style="list-style-type: none"> • begin to internalise and create rhythm patterns • accompany a song by playing the beat or rhythm • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a song 	<ol style="list-style-type: none"> 1. Chant A dragon's very fierce and add actions and sounds 2. Create an accompaniment for A dragon's very fierce 3. Perform A dragon's very fierce 		

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T4	Develop listening skills and use adjectives to describe the mood of the music	Listen to the Planet Suite by Holst Discuss the pace, and timbre of the music	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music 	
	Learn a song	Learn 'solar system' song		
Taking off	what is meant by pitch	<ol style="list-style-type: none"> 1. Sing Five little froggies to make actions to match pitch 2. Use high, medium and low voices in Goldilocks and the three bears 3. Play the Three bears game to sing at different pitches 		
	<ul style="list-style-type: none"> • follow pitch movement with their hands and use high, low and middle voices • how to control the pitch of the voice • to respond to changes in pitch 	<ol style="list-style-type: none"> 1. Sing Slide song to practise moving pitch 2. Play Jack's game to recognise pitch movement 3. Listen to Miss Mary Mac to identify pitch movement 		
	<ul style="list-style-type: none"> • sing a melody accurately at their own pitch 	<ol style="list-style-type: none"> 1. Play Jack's game responding to pitch changes with movement 2. Add whole body actions to Miss Mary Mac and read Mary Mac's score 		

	<ul style="list-style-type: none"> • move up or down following changes in pitch • to respond to changes in pitch • to relate sound to symbols 	3. Listen to Playful pizzicato to recognise high and low pitch		
	<ul style="list-style-type: none"> • move up or down following changes in pitch • play and sing phrases from dot notation • to relate sounds to symbols 	1. Listen to Hot cross buns and match the pitch movement to actions and notation 2. Play the tune Pease pudding hot using pitch notation 3. Compose a new melody for Miss Mary Mac		
	<ul style="list-style-type: none"> • play and sing phrases from dot notation • record their own tunes • that pitch can be used descriptively 	1. Listen to Jack and the beanstalk and respond to pitch movement with vocal sounds 2. Use the Giant's chant to explore low voices 3. Play the Giant or Jack? game to focus listening		
	<ul style="list-style-type: none"> • create and choose sounds in response to a given stimulus • that pitch can be used descriptively 	1. Choose instrumental sounds to tell the story of Jack and the beanstalk 2. Perform the Jack and the beanstalk story adding sounds and movement 3. Perform the story to an audience		
Year1	Skills/knowledge progression	Content	National Curriculum	Notes
T5	Learn traditional rhymes	Learn a nursery rhyme each week	use their voices	
T5	about classroom instruments	1. Sing I am the music man to practise playing instruments 2. Sing Bang, bang, the sticks go bang to explore volume 3. Identify instruments by their sound	expressively and creatively by singing songs and speaking chants and rhymes	Children perform a variety of songs to Grandparents.
What's the score	<ul style="list-style-type: none"> • identify instruments and the way their sound can be changed • about classroom instruments 	1. Sing I can see coconuts and choose instruments to accompany 2. Listen to Slowly slowly and explore playing slowly and quickly 3. Listen to Rainforest music to identify volume	play untuned instruments musically	
	<ul style="list-style-type: none"> • identify instruments and the way their sound can be changed • to identify different ways instruments make sounds • to identify how symbols can represent sounds 	1. Use the Coconuts score to match notation with sound 2. Sing When you play the tambour to explore graphic symbols 3. Sing Jenny, tap the sticks to revise playing instruments loudly and quietly	listen with concentration and understanding to a range of high-quality live and recorded music	
	<ul style="list-style-type: none"> • identify instruments and the way their sound can be changed 	Drumming		
		Revise different sounds made by the drums		
		Which symbols can we use for high, low rest		

	<ul style="list-style-type: none"> to identify different ways instruments make sounds to identify how symbols can represent sounds 	In pairs write a score – one play it and one conduct Perform to another group		
	<ul style="list-style-type: none"> identify different groups of instruments perform together using symbols as a support how symbols can be used to describe changing sounds to listen carefully and respond to sounds using movement 	<ol style="list-style-type: none"> Sing Jenny, tap the sticks responding to symbols Sing and play Silence and sound responding to graphic symbols for volume Listen to Rainforest music and match volume to symbols and movement 		
	<ul style="list-style-type: none"> perform together and follow instructions which combine the musical elements identify different sounds by matching movements to given sounds to listen carefully and respond to sounds using movement to compose a class composition and contribute to the creation of a class score 	<ol style="list-style-type: none"> Sing Yo ho ho and make footstep sounds Discuss sound and notation for each of the island scenes Notate music for the island scenes 		
	<ul style="list-style-type: none"> identify different sounds by matching movements to given sounds make a composition and make their own symbols as part of a class score choose sounds and instruments carefully to compose a class composition and make a score 	<ol style="list-style-type: none"> Play a game to complete a score of Treasure island music Rehearse a performance of Treasure Island Perform and record Treasure Island 		
Year1	Skills/knowledge progression	Content	National Curriculum	Notes
	<p>how sounds can be used descriptively</p> <ul style="list-style-type: none"> that music can describe an environment 	<p>Give ch a range of famous paintings to add a sound track to</p> <p>eg</p> <p>A Sunday at La Grande Jatte</p> <p>The Battle of San Romano</p> <p>Rain, Steam, and Speed</p> <p>Whaam!</p> <p>Salisbury Cathedral from the Meadows</p> <p>Cossacks</p> <p>Going to Work</p>	<ul style="list-style-type: none"> play untuned instruments musically experiment with, create, select and combine sounds using the interrelated dimensions of music 	

		Untitled (London Bridge) Children's games		
T6 Rain Rain	<ul style="list-style-type: none"> • how sounds can be used descriptively • that music can describe an environment 	<ol style="list-style-type: none"> 1. Listen to Playful pizzicato to describe minibeasts in movement 2. Sing the action song Says the bee 3. Listen to Lots of worms and respond with movement 	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play untuned instruments musically 	Local Violinist comes in to play in assembly
	<ul style="list-style-type: none"> • sing songs expressively • describe different images created by music • how words can describe sounds • about sounds made by different sound sources 	<ol style="list-style-type: none"> 1. Choose sounds to accompany Says the bee 2. Sing Lots of worms and add an instrumental accompaniment 3. Listen to Bird calls and improvise vocal patterns 		
	<ul style="list-style-type: none"> • identify and use descriptive words to create sound pictures • select appropriate instruments, choose and combine sounds carefully • about sounds made by different sound sources • how sounds can be combined 	<ol style="list-style-type: none"> 1. Sing Rillaby rill and add an instrumental accompaniment 2. Listen to and discuss Gardens in the rain 3. Sing Rain rain go away and add body percussion, responding to a graphic score 		
	<ul style="list-style-type: none"> • select appropriate instruments and choose and combine sounds carefully • select appropriate combinations of sounds • how sounds can be organised within simple structures 	<ol style="list-style-type: none"> 1. Listen to Shall I sing? and add movement 2. Choose instrumental sounds to accompany Rain rain go away 3. Draw the sounds onto the April showers score 		
	<ul style="list-style-type: none"> • choose carefully and order sounds in response to a stimulus • how sounds can be organised • how to create a class composition combining layers of sound within simple structures 	<ol style="list-style-type: none"> 1. Learn Shall I sing? 2. Practise playing the Shall I sing? interludes 3. Add sounds to the recording of Rain rain go away 		
	<ul style="list-style-type: none"> • choose carefully and order sounds within simple structures • contribute ideas and control sounds as part of a class composition and performance 	<ol style="list-style-type: none"> 1. Prepare a complete score for April showers , a class composition 2. Prepare the performance of April showers 3. Perform April showers 		

	<ul style="list-style-type: none"> • how to create a class composition combining layers of sound within simple structures 			
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Subject Music				
Year 2	Skills/knowledge progression	Content	National Curriculum	Notes
T1	<p>To recognise long and short sounds.</p> <p>To be able to name a range of percussion instruments.</p> <p>To be able to sing musically as part of a large and small group.</p>	<p>Music express, The long and short of it.</p> <p>Listen to pieces of music and recognise long and short notes.</p> <p>Play a variety of percussion instruments, experiment with different sounds each instrument can make.</p> <p>Use instruments to accompany music using long and short sounds as appropriate.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs. • Play untuned instruments. • listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Music played at the start of every assembly, artist and type of music discussed.</p> <p>Songs and chants learnt for performance at harvest assembly</p>

Year 2	Skills/knowledge progression	Content	National Curriculum	Notes
T2	<p>Good posture when playing a recorder.</p> <p>Producing a good sound when playing the recorder.</p> <p>Understanding of pulse.</p> <p>Play B note on recorder.</p>	<p>KS1 Recorder world step1 and 2</p> <p>Learn how to hold the recorder correctly and how to create a good sound.</p> <p>Sing 'Busy zoo' and then play using the note B</p> <p>Use the B note to play further pieces in Recorder world.</p> <p>Recap on what the pulse of the music is. Be able to find the pulse in various pieces of music.</p> <p>Introduce musical notation.</p>	<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • Play tuned and untuned instruments. 	<p>Local flautist plays to the children in assembly.</p> <p>Christmas production singing and use of percussion.</p>

Year 2	Skills/knowledge progression	Content	National Curriculum	Notes
T3	<p>Good posture when playing a recorder.</p> <p>Producing a good sound when playing the recorder.</p> <p>Understanding of pulse.</p> <p>Begin to have an awareness of musical notation.</p> <p>Play B and A note on recorder.</p>	<p>KS1 Recorder world Step3 and 4</p> <p>Consolidate knowledge of how to hold the recorder, play with good posture and create a good sound.</p> <p>Continue to recognise pulse when listening to, and playing music.</p> <p>Play B note with confidence. Introduce A note.</p> <p>Play a selection of pieces from Recorder world using the A and B notes.</p>	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	

Year2	Skills/knowledge progression	Content	National Curriculum	Notes
T4	<p>Good posture when playing a recorder.</p> <p>Producing a good sound when playing the recorder.</p> <p>Understanding of pulse and Rhythm.</p> <p>Begin to have an awareness of musical notation.</p> <p>Play A,B and G note on recorder.</p>	<p>KS1 Recorder world Step 5 and 6</p> <p>Consolidate knowledge of how to hold the recorder, play with good posture and create a good sound.</p> <p>Confidently recognise pulse when listening to, and playing music.</p> <p>Recap what rhythm is and recognise in the music being heard.</p> <p>Play B and A note with confidence. Introduce G note.</p> <p>Play a selection of pieces from Recorder world using the A, B and G notes.</p>	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments. Use their voices expressively and creatively by singing songs and 	

			speaking chants and rhymes	
Year 2	Skills/knowledge progression	Content	National Curriculum	Notes
T5	<p>Good posture when playing a recorder.</p> <p>Producing a good sound when playing the recorder.</p> <p>Understanding of pulse and Rhythm.</p> <p>Recap what pitch is.</p> <p>Begin to have an awareness of musical notation.</p> <p>Play A,B and G note on recorder.</p>	<p>KS1 Recorder world Step 7 and 8</p> <p>Consolidate knowledge of how to hold the recorder, play with good posture and create a good sound.</p> <p>Confidently recognise pulse and rhythm when listening to, and playing music.</p> <p>Recap what pitch is and recognise in the music being heard.</p> <p>Play B, A and G note with confidence. Introduce E note.</p> <p>Play a selection of pieces from Recorder world using the A, B, G and E notes.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs. • Play untuned instruments. • listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Children perform a variety of songs to Grandparents.</p>
Year 2	Skills/knowledge progression	Content	National Curriculum	Notes
T6	<p>Good posture when playing a recorder.</p> <p>Producing a good sound when playing the recorder.</p> <p>Understanding of pulse, Rhythm and pitch.</p> <p>Begin to have an awareness of musical notation.</p> <p>Play A, B, G and E note on recorder with confidence.</p> <p>Perform</p> <p>Use their knowledge of musical dimension to compose a short piece of music.</p>	<p>KS1 Recorder world Step 9 and 10</p> <p>Consolidate knowledge of how to hold the recorder, play with good posture and create a good sound.</p> <p>Confidently recognise pulse, rhythm and pitch when listening to, and playing music.</p> <p>Play B, A, G and E note with confidence.</p> <p>Play a selection of pieces from Recorder world using the A, B, G and E notes.</p> <p>Perform a selection of recorder pieces in assembly.</p> <p>Use knowledge of musical dimensions to compose short pieces of music using tuned and untuned instruments in small groups.</p> <p>Use simple notation to record their musical score.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs. • Play untuned instruments. • 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>Children learn songs for a leaver's assembly.</p> <p>Children perform recorders as part of leavers assembly.</p> <p>Local Violinist comes in to play in assembly.</p>

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