

PROGRESSION IN MUSIC

TOPICS	EYFS		National Curriculum Subject Content	KS1	
	Year A	Year B		Year A	Year B
	Colours Day and Night Terrific Transport Pets, bugs and spiders Glorious Growing Magical stories	Good to be me Day and Night On the farm Marvellous minibeasts Bloom and Grow, the food we eat Fabulous food		Reduce, Re-use, Recycle Dinosaurs Amazing Africa Commotion in the Ocean Into the Woods Land Ahoy!	Belonging to Britain Master Builders In the city Perfect penguins and polar bears Roots, shoots and magic seeds Into Space
	Nursery outcomes covered through cycle A and B planning	Reception outcomes covered through cycle A and B planning		Year 1 outcomes covered through cycle A and B planning	Year 2 outcomes covered through cycle A and B planning
EYFS Strand Expressive arts	Sing a large repertoire of songs.	Listen carefully to rhymes and songs, paying attention to how they sound.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm, pulse and pitch to create different effects. Find out how to sing with expression, confidence and creativity, to an audience.	Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect, to an audience.
	Use large muscle movements to wave flags and streamers, paint and make marks – to music.	Learn rhymes, poems and songs.			
	Listen with increased attention to sounds.	Combine different movements with ease and fluency.			
	Remember and sing entire songs.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	To play tuned and untuned instruments musically.	Play instruments, showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention.	Perform simple patterns and accompaniments, keeping to a steady beat. Recognise and explore how sounds can be organised. Respond to starting points that have been given. Understand how to control playing a musical instrument so that they sound as they should.
	Sing the pitch of a tone sung by another person (pitch match)	Return to and build on their previous learning, refining ideas and developing their ability to represent them.			
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Create collaboratively sharing ideas, resources and skills.			
	Create their own songs, or improvise a song around one they know.	Listen attentively, move to and talk about music, expressing their feelings and responses.	To listen with concentration and understanding to a range of high-quality live and recorded music.	Choose sounds to represent different things. (feelings, thoughts, ideas etc) Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music.	Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers into different genres and instruments into different types.
	Play instruments with increasing control to express their feelings and ideas.	Sing in a group or on their own, increasingly matching the pitch and following the melody.			
		Explore and engage in music making and dance, performing solo or in groups.			
		ELG – 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.	To experiment with, create, select and combine sounds using the inter-related dimensions of music.	Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different. (loud/quiet, high/low etc) Explore own ideas and changes as desired.	Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea.

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Autumn year A		Spring year A		Summer year A	
Our life and beyond	Let's investigate	Out 'n' about	All creatures great and small	Our wonderful word	Making memories
Reduce reuse, recycle	Dinosaurs	Amazing Africa	Commotion in the ocean	Into the woods	Land Ahoy!
ME - Our school Y1 Exploring sound	ME – Taking off Y2 OLD bk Pg28 Pitch	ME - Travel Y2 Performance	ME – Animals Y1/Water (aquarium) - both Pitch Additional texture and timbre work	ME – Weather Y2 Exploring sound Y1 seasons pitch Vivaldi 4 seasons link to Science. Instrs in the orchestra	ME – Water Y1 Pitch ex aquarium https://www.youtube.com/watch?v=4tFaznuXjPM Keel row ME pg 36

Autumn year B		Spring year B		Summer year B	
Our life and beyond	Let's investigate	Out 'n' about	All creatures great and small	Our wonderful word	Making memories
Belonging to Britain	Master builders	In the City	Perfect Penguins and Polar bears	Roots, shoot and magic seeds	Into space
ME - Our land Y2 Exploring sound	ME – story time Y1 Exploring sound	ME – Ourselves Y1 Exploring sound	ME – Animals Y2 Pitch	ME – Seasons Y2 Pitch	ME – machines Y1 Beat