

Whole School Progression in Music – 2023-2024



	EYFS	Year 1	Year 2		
Purpose of Study	Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.				
Area of Study	Nursery	Reception			
Singing	<ul style="list-style-type: none"> To explore their voice To make rhythmical and repetitive sounds. To enjoy taking part in action songs. To move, sing and listen whilst playing instruments. To sing loudly. To 'pitch match'. 	<ul style="list-style-type: none"> To sing and perform nursery rhymes To sing and perform entire songs. To pitch match To sing the melodic shape of familiar songs Sing a range of well know nursery rhymes and songs. 	Overview <ul style="list-style-type: none"> Sing collectively a range of simple songs, chants and rhymes from memory Respond to simple visual prompts 	<ul style="list-style-type: none"> Sing range of songs regularly with increasing vocal control Know the meaning of simple musical vocabulary 	
			A2	<ul style="list-style-type: none"> Learn Christmas songs Use pictures or actions/BSL to help memorise the words Enjoy singing familiar songs together 	<ul style="list-style-type: none"> Learn Christmas songs with increased awareness of pitch; split into more than one group to sing different parts of the songs Children help to create actions to accompany the songs
			Sp 2	<ul style="list-style-type: none"> Using 'Have you brought your singing voice' on Active Music Digital to use voice in different ways related to pitch. Postman's knocking – sing the song and create sound in various ways Pitch matching puppets – call and response 	<ul style="list-style-type: none"> Children learn and perform the song for the story of Baba Yaga – linked with their English learning Sing familiar songs together with an increased focus on pitch (Herman the Worm, Boom Chicka Boom)
Listening	<ul style="list-style-type: none"> To respond emotionally and physically to music. To move and dance to music. To explore their voice. To enjoy songs and rhymes. To listen with increased attention to sounds. To enjoy songs and rhymes. 	<ul style="list-style-type: none"> To begin to build up a repertoire of songs To associate genres of music with characters and stories To move in time to music To follow a musical pattern to play tuned instruments To listen to poems and create their own 	Overview <ul style="list-style-type: none"> Listen to a combination of high quality recorded and live music Listen to music from range of origins, traditions, historical periods and social contexts Begin to say what they like/dislike and why 	<ul style="list-style-type: none"> Listen to a combination of high-quality recorded and live music Listen to music from range of origins, traditions, historical periods and social contexts Say what they like/dislike and give reasons for their opinions 	
			A2	<ul style="list-style-type: none"> Black History listening and appraising – Chuck Berry, Bob Marley, Nina Simone, Aretha Franklin, Mamie Smith, Louis Armstrong Morning music – listen and answer questions on Charanga 	<ul style="list-style-type: none"> Black History listening and appraising Morning music – listen critically and answer questions, giving reasons why they like / dislike pieces of music
			Spring 2	<ul style="list-style-type: none"> Listen to pitch changes in various pieces of music Create junk instruments and listen with appreciation to the various sounds the instruments make – how do they make these sounds? Continue listening to morning music 	<ul style="list-style-type: none"> Continue listening to morning music with intent using the question prompts on Charanga Listen critically to a piece of music which accompanies film/video and analyse the effectiveness of this prior to composing

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Composing	<ul style="list-style-type: none"> To explore different sound makers. To create sound effects and movements, e.g., the sound of a car. To make rhythmical and repetitive sounds. To move, sing and listen whilst playing instruments. To maybe create their own songs. To play a range of instruments with increasing control, expressing their ideas and feelings/emotions. To create sounds, movements and drawings to accompany stories. 	<ul style="list-style-type: none"> To experiment with different instruments and their sounds To create musical patterns using body percussion To create musical patterns using untuned instruments To follow a musical pattern to play tuned instruments To create own compositions using tuned instruments 	Overview	<ul style="list-style-type: none"> Improvise simple vocal chants, understanding rhythm/pitch Create musical sound effects/short sequences of sounds Use music technology to capture, change and combine sounds Recognise graphic notation and explore/invent own symbols 	<ul style="list-style-type: none"> Create music in response to non-musical stimulus Improvise simple question and answer phrases, sung and played on untuned percussion Use range of notation to record composed pieces Use music technology to capture, change and combine sounds
			A2	<ul style="list-style-type: none"> Use the music friends to recognise rhythms and beats within songs learnt Create rhythms using untuned instruments by laying out Music Friends cards and playing along 	<ul style="list-style-type: none"> Learn the elements of music and what they all mean Explore different rhythms using Music Friends cards with notation using untuned instruments Use composing feature on Charanga to explore rhythm using different sounds.
			Sp2	<ul style="list-style-type: none"> Guided composition – children begin using instruments to tap along to a metronome. Change tempo. Children compose a piece on untuned instruments in small groups focusing on tempo changes Use Purple Mash (computing link) 2beat to compose a short piece Blob opera 	<ul style="list-style-type: none"> Compose a piece of music to match a visual (video, photo, story etc). using knowledge from listening to a ready-composed piece Work collaboratively to compose a piece of music in a small group Record and evaluate the effectiveness of the composition, then edit and recompose in the same group.
Performing	<ul style="list-style-type: none"> To move and dance to music. To enjoy taking part in action songs. To move, sing and listen whilst playing instruments. 	<ul style="list-style-type: none"> To sing and perform nursery rhymes To use costumes and resources to act out narratives To sing and perform entire songs. To begin to create costumes and resources for role play To learn dance routines Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music 	Overview	<ul style="list-style-type: none"> Understand steady beat and repeated rhythms Create, retain and perform own rhythm patterns / copycat rhythms & chants Listen to / compare sounds in school environment Sing familiar songs, using percussion to enhance story telling Follow pictures and symbols to guide singing and playing 	<ul style="list-style-type: none"> Understand and identify beat groupings, including in familiar music Play and invent copycat rhythms on untuned percussion / using word phrases Play range of singing games based on the cuckoo interval Recognise dot notation and match it to 3-note tunes
			A2	<ul style="list-style-type: none"> Sing in front of an audience – first groups within class, then adults at Christmas performance Perform a composition made as a group / class using untuned percussion and chants. 	<ul style="list-style-type: none"> Sing known songs that have been learnt together in front of an audience as a large group Use dot notation on Music Friends cards to create and perform a piece of music using untuned percussion
			Sp2	<ul style="list-style-type: none"> Use iPads to self-record music and listen back 'Your Imagination' unit – Charanga – performing with chime bars and glockenspiels in class as a group 	<ul style="list-style-type: none"> Learn to use tuned instruments Learn to play a ready-composed short piece with 3 notes Perform a piece composed in a small group to the rest of the class once it has been edited and practised thoroughly.