

N.C objectives:

Pupils should be taught to:

- 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 interrelated dimensions of music



St Cecilia's Catholic Infant & Nursery School

Music Curriculum Progression Map

INTENT: Music is a universal language that embodies one of the highest forms of creativity. Our music education will engage and inspire pupils to develop a love of music and develop their talent as musicians, increasing their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose and to listen with discrimination.

EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Music comes under the area 'Expressive Arts & Design'. The 'Being Imaginative and Expressive' Early Learning Goal states that children at the expected level of development will:

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.

The statements below have been taken from the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music. The most relevant statements for music are taken from the following areas of learning: Communication & Language, Physical Development and Expressive Arts & Design.

Nursery

Communication & Language

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Sing a large repertoire of songs

Physical Development

- Use large-muscle movements to wave flags and streamers (or, in our case, scarves and musical props).
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Expressive Arts & Design

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception	
Communication & Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary (e.g. in music: 'percussion', 'tambourine'). • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
Physical Development	<ul style="list-style-type: none"> • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and playing an instrument. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Expressive Arts & Design	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • 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.

Year 1			
	Autumn Term	Spring Term	Summer Term
	Introducing Beat	Introducing Tempo	Having Fun with Improvisation
	Adding Rhythm and Pitch	Dynamics and Combining Pulse, Rhythm and Pitch	Explore Sound and Create a Story
Progression statement			
Listening & Appraise	<ul style="list-style-type: none"> • Move and dance with the music. • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Describe dynamics as loud and quiet. • Join in with sections of the song. E.g. chorus. • Begin to understand where the music fits in the world. • Begin to understand the different styles of music. 		

Singing & Playing an instrument	Singing simple songs in a small pitch range (mi-so) including chants and rhymes.	Sing a wide range of call and response songs - focusing on control of vocal pitch and to match the pitch they hear with accuracy. Begin to sing songs with wider pitch range - including pentatonic songs.	Singing songs collectively at the same pitch with songs of a wider range (high and low) responding to simple visual cues (stop, start, loud, quiet etc) and counting in.
	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation using the notes C and D (minims)	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation using the notes F, G, A (minims and crotchets).	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation using the notes C, D, E, F (crotchets)
Composing/ Improvising	To improvise using the notes C and D or C, D and E	To improvise using the notes F and G; or F,G and A.	To improvise using the notes C, D and E.
	To notate improvisations using graphic scores exploring ways of representing long and short notes.	To notate improvisations using graphic scores exploring ways of showing high and low sounds.	To notate improvisations using graphic scores including markings for dynamics (loud/quiet)
Musicianship	Find and move to the pulse (time signature 4/4 - tempo 100 bpm). Clap back short and long rhythms using minims, crotchets and quavers. Sing/ copy back interval of fifth (C,G or F,C)	Find and move to the pulse (time signature 4/4) - Key signature: F major / A minor Clap back short and long rhythms using minims crotchets and quavers Sing/ copy back intervals of octave - using the notes F and G or a fifth (A, E)	Find and move to the pulse (time signature 3/4 or 2/4) - Key signature C major / G major Clap back short and long rhythms using crotchets and quavers. Sing / copy back intervals of octave using the notes C and D or fourth (G,C).

Year 2

	Exploring Simple Patterns	Exploring Feelings Through Music	Music That Makes You Dance
	Focus on Dynamics and Tempo	Inventing a Musical Story	Exploring Improvisations
Progression statement			
Listening & Appraise	<ul style="list-style-type: none"> • Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. • Walk in time to the beat of a piece of music. • Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Find different steady beats. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, eg call and response. • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments. • Start to talk about where music might fit into the world. 		
Singing & Playing an instrument.	Sing songs with a small pitch range (e.g. rain, rain go away), pitching accurately. Demonstrate good singing posture.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Understand and follow the leader or conductor. Sing to communicate the meaning of the words.	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause) Sing in unison, and sometimes in parts, and with more pitching accuracy.
	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation using the notes G and A (crotchets)	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation using the notes C, D, E and G (crotchets)	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation using the notes G, A, B, D, E, F# (minims, crotchets and quavers)

Composing/ Improvising	To improvise using the notes C and D or C, D and E (C major) or G, A, B (G major)	To improvise using the notes C, D and E	To improvise using the notes F, G and A.
	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Composing in the key of C major using the notes C, D, E or C, D, E, F, G	Create and perform your own rhythm patterns using graphic symbols, dot notation and stick notation, as appropriate including crotchets, quavers and minims - composing in the key of F major using the notes F, G, A or F, G, A, C, D	Create musical sound effects and short sequences of sounds in response to music and video stimulus. Composing in the key of F major using the notes F, G, A or F, G, A, C, D
Musicianship	Find and move to the pulse - (time signature 4/4 and 2/4 - tempo 112bpm and 66bpm) Key signature - C major Clap back rhythms including minims, crotchets and quavers. Sing / copy back interval of fifth (C, G)	Find and move to the pulse (time signature 4/4 - tempo 114 bpm and 98 bpm) Key signature: C major and A minor. Copy back rhythms including minims, crotchets and quavers. Sing / copy back intervals of fifth (C,G / A, E)	Find and move to the pulse (time signature 2/4 or 3/4 - tempo 97 bpm and 100 bpm) Key signature - G major and C major. Copy back rhythms including minims, crotchets and quavers. Sing / copy back intervals of fifth (G,D and C,G).

Working Towards Expected Standard	At Expected Standard

