

Curriculum Progression Subject - Music

Nursery	Reception	Year 1	Year 2	LKS2	UKS2
<ul style="list-style-type: none"> ● Remember and sing entire songs- focus on nursery rhymes ● Sing the pitch of a tone sung by another person (pitch match)- sing to respond to register and teach instructions ● Sing the melodic shape, (moving quickie, such as up and down, down and up) Head, shoulder, knees and toes, One finger, one thumb keep moving, 5 little speckled frogs ● Create their own songs or improvise a song around one they know. ● Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> ● Listen attentively, move to and talk about music, expressing their feelings and responses- e.g. classical music, the flight of the bumblebee, the firebird. ● Watch and talk about dance and performance art, expressing their feelings and responses- Disney Fantasia, school composer half-term. ● Sing in a group or on their own, increasingly matching the pitch and following the melody. ● Explore and engage in music making, dance performing in groups and solo. Begin to move in time with music. <p>ELG</p> <ul style="list-style-type: none"> ● <i>Sing a range of well known nursery rhymes and songs.</i> ● <i>Perform songs, rhymes, poems and stories with others, and, when appropriate try to move in time with music.</i> 	<ul style="list-style-type: none"> ● To find and use their singing voice confidently. ● Sing with a sense of awareness of pulse and control of rhythm. ● Begin to sing with control of pitch. ● Begin to evaluate performances. ● Handle and play instruments in control. ● Identify and name classroom instruments. ● Perform a rhythm to a given pulse. ● Play tuned and untuned instruments. ● Contribute to the creation of a class composition. ● Recall and remember short songs and sequences and patterns of sounds. ● Play and perform from a graphic score. <p>Songs linked to themes.</p>	<ul style="list-style-type: none"> ● Sing a melody accurately at their own pitch. ● Sing songs expressively. ● Sing with an awareness of other performers. ● Evaluate performances verbally. ● Identify and name instrument families. ● Identify the pulse in different pieces of music. ● Play a melody or rhythm from memory on tuned and untuned instruments. ● Contribute to the creation of a group composition. ● Listen and respond to with concentration a range of live and recorded music. ● Make your own symbols as part of a graphic score. <p>Music linked to themes.</p>	<ul style="list-style-type: none"> ● Sing in tune ● Sing with an awareness of phrases ● Play and perform a solo by ear ● Play and perform as an ensemble by ear ● Recall sound with increasing aural memory ● Perform and play improvisation ● Identify when performances are live or recorded ● Be able to name great composers and musicians ● Begin to understand musical history ● Compose music that describes contrasting moods ● Compose an accompaniment to a well known song ● Perform long and short sounds in response to symbols (notation) 	<ul style="list-style-type: none"> ● Sing songs with increasing control of breathing, posture and sound projection ● Perform using notation as support ● Use and understand staff and other musical notation ● Internalise short melodies and play on pitched percussion (by ear) ● Recall different musical genres in musical history ● Compose/write lyrics to a well known song ● Use ICT to compose music ● Compose a short song to own lyrics based on everyday phrases ● Perform as an ensemble playing in independent part

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery rhymes</p> <ul style="list-style-type: none"> • Baa Baa coloured sheep • Humpty Dumpty • Twinkle Twinkle • Hickory Dickory • The grand old Duke of York • Old MacDonald • Jack and Jill 	<p>Ring games</p> <ul style="list-style-type: none"> • The farmer wants a wife.. • Hokey Cokey <p>Counting songs</p> <ul style="list-style-type: none"> • 5 little speckled frogs • 5 little ducks • 10 green bottles • Two little dickie birds • 10 fat sausages <p>Songs</p> <ul style="list-style-type: none"> • Nativity • Assembly songs • Everyday reception songs • Action songs • <i>EY units on Charanga</i> 	<ul style="list-style-type: none"> • Great fire of London • London's burning • What a Wonderful world • My house 	<ul style="list-style-type: none"> • Space • Dark side of the moon • Space Odyssey • Starman • I want to play in a band • What a Wonderful World • Louis Armstrong • Reading rhythms linked to African drumming • Playing a melody on the recorder/gloc kenspiel 	<p>Weekly Keyboard lessons taught by specialist teachers from <i>Rock It</i></p>	<p>Songs</p> <ul style="list-style-type: none"> • Living in Stone Age • We will Rock you (Stoneage) • What a wonderful world Rock version • Italian Operas • Mother's eyes 	<p>Weekly Keyboard lessons taught by specialist teachers from <i>Rock It</i></p>	<p>Songs</p> <ul style="list-style-type: none"> • Walk Like an Egyptian • Gift of the Nile • Reach • Samba Music • Harvest Samba • Brazilian carnival music • Ostinato percussion rhythms • Mayan Dance