

## YERBURY MUSIC CURRICULUM PROGRESSION MAP

	NURSERY	RECEPTION
<p>Learning simple songs            Keeping a beat with hands and feet            Tapping out a rhythm on an instrument            Exploring different sounds that can be made with instruments            Learning routines for starting and stopping with instrument-playing            Learning turn-taking with instruments            Call and response with voice and instrument            Learning about loud and soft</p> <p>COMMUNICATION AND LANGUAGE            PHYSICAL DEVELOPMENT            EXPRESSIVE ARTS AND DESIGN</p>	<p>Term 1            Getting to know you            Focus on name-songs and action-songs            Copying-songs with actions – Matching pitches            Animal songs            Improvising around known songs e.g. Little Green From/Old MacDonald            Pass the beater game to introduce instrument-playing</p> <p>Term 2            Topic: TRAD STORIES            Songs with stories/characters            Broaden instrument playing via e.g. Big Bass Drum song (including beginnings of instrumental part-playing/turn-taking)            Begin some longer songs/games e.g. 1 Finger, 1 Thumb Keep Moving            Moving to music e.g. Looby Loo</p> <p>Term 3            Topic: TRANSPORT            More topic songs with actions, some longer            Rhythmic/percussive inventions based around songs e.g. River Train rhythms/dynamics etc            Integrated movement with these songs            Introduce some of the songs they will be singing in Singing Assemblies from Reception onwards</p>	<p>Term 1            Topic: ALL ABOUT ME            Voice: Call and Response songs            Keeping beat, following conductor            Banana Splits – respond, transform, count in the head.            Extend to instruments.            Pass the beater, second time: extend.            Instrument control/turn-taking/following signals            Repeat and extend action songs e.g. In the Mood            Internal listening games e.g Traffic Lights (1st time)            Identifying sounds by ear            Stepping in time e.g. Zum gali</p> <p>Term 2            Topic: CHARACTERS            Rhythmic repetition – clapping games            Instrument call/response e.g. Coconut Woman            Topic songs e.g. Molly Malone, Spiderman            Songs/games including solo/small group singing e.g. Muffin Man (movement-based)            Listening: matching sounds to instruments</p> <p>Term 3            Topic: SPLASH            Topic songs e.g. Jellyfish, Sailing            Songs with some simple part-singing/part-playing on tuned percussion e.g. Octopus’s Garden            Movement and singing e.g. Oats and Beans            Further call and response, off-beats (e.g. All Together)            Listening: including for tempo, dynamics etc            Songs for Singing Assembly</p>



## YERBURY KEY STAGE 1 MUSIC PROGRESSION MAP

Musical skills being developed	Y1	Y2
<p><b>SINGING</b> Speak, chant, sing. Use voices expressively and creatively, develop sense of melody shape. Perform songs together. Build from small range to larger, include pentatonic songs and call-and response. Develop understanding of dynamics and tempo.</p> <p><b>PLAYING/MUSICIANSHIP</b> Follow simple musical instructions; show awareness of pulse when performing. Perform rhythmical patterns and accompaniments, keeping a steady pulse. Perform word-pattern chants. Create rhythm patterns. Low and high pitch</p> <p><b>COMPOSING</b> Choose sounds for specific effect; make simple rhythmic patterns; experiment with sounds. Question and answer. Sequencing sounds: rhythm and pitch patterns. Begin concept of graphic notation</p> <p><b>LISTENING</b> Identify and organise sounds simply as e.g. loud, soft, high, low; begin to understand how musical elements can create moods and effects. Attending Class assemblies and concerts including Y6 band concert. Discussion of song/music context</p> <p><b>NOTATIONS</b> Introducing note-values and steps towards reading staff notation</p>	<p>Term 1 topic WHO ARE WE? &amp; TOYS Songs with simple structures Click-slap rhythm playing games Chants with gaps for percussive/vocal improvisation and question/answer e.g. Nanuma Listen/discuss e.g. Haydn Toy Symphony/Teddy Bear’s picnic</p> <p>Term 2 topic HOMES AND CASTLES Songs with tuned percussion Developing timing/pulse with exercises e.g. Duke of York game with rests, Traffic lights Listen/discuss e.g. Hall of Mountain King</p> <p>Term 3 topic: MARKET DAY Developing vocal and instrumental control (e.g. Coconut woman with instrument choices for effect) Developing sense of metre (including songs in ¾ e.g. Molly Malone) Introduce Building Site concept for note values Accompanying with chimes (e.g. Cabbages song) Vegetable rhythms – word-pattern chants (2 part) Attend Y6 band concert. Discussion about instruments</p>	<p>Term 1 Topic: LONDON London-inspired songs including partner songs Cityscape vocal/perc composition. Using symbols/visual prompts as part of “score” Following leader’s symbols for dynamics/tempo while singing Introduction to round-singing (e.g. Tongo) Revise note values (e.g. Building Site game). Begin extending to symbols Listen/discuss e.g. Short Ride in a Fast Machine</p> <p>Term 2 Topic: PUPPETS Songs and composition for Year 2 puppet show Intro to xylophone-playing (Got No Strings) Call and response songs e.g. Che Che (repeat) Solo and group singing (e.g. Muffin Man) Further pulse and rhythm games e.g. Toe-Knee Click-slap (repeat) Listen/discuss: e.g. Petrushka. Tapping beat and changes in tempo/walking in time to music Visit to/from theatre/concert</p> <p>Term 3 Topic: RAINFOREST Topic songs (extended e.g. Jaguar) Instrumental: Rainforest composition Timing/counting: Revisit Building Site/Traffic lights etc. Extend to reading and creating crotchet and quaver rhythms represented in stick notation Listen/discuss: e.g. Cameroonian Baka Attend Y6 band concert. Discussion about instruments</p>

## YERBURY KEY STAGE 2 MUSIC PROGRESSION MAP

Musical skills being developed	Y3	Y4	Y5	Y6
<p><b>SINGING</b> Sing songs in unison and two or more Parts; sing songs with longer structures; develop awareness of pitch; sing with increasing expression; develop diction and phrasing. Increasing singing range. Singing in harmony. Songs with syncopated rhythms. Awareness of vocal balance. Performing as part of a choir.</p> <p><b>PLAYING</b> Perform rhythmic, melodic and harmonic parts of increasing complexity; develop musical expression by varying dynamics; play in a range of solo and ensemble contexts with increasing control and expression. Learn to play and perform melodies using staff notation, in unison and in two or more parts. Perform as part of school band, engaging with others in melody or accompanying roles.</p> <p><b>COMPOSING</b> Create rhythmical and simple melodic patterns using an increasing number of notes. Begin to join simple layers of sound, e.g. a background rhythm and a solo melody. Contribute to collaborative song-writing activities. Improvise and compose by developing ideas within a range of given musical structures. Compose in response to stimuli and to create mood. Use graphic notation, staff notation and technology to capture ideas. Improvise over groove. Broaden dynamics.</p> <p><b>LISTENING/APPRECIATING/HISTORY</b></p>	<p>Term 1 Topic: BEGINNINGS: STONE AGE TO ROMANS Topic-themed <b>part-song</b> e.g Veni Vidi Vici Development of <b>round-singing/ 3 part singing</b> (e.g. Si Si Si) Gaelic song/<b>boomwhacker, accompaniment</b>: intro to chords/bass <b>Lyric-writing exercises</b> Exercises for development of timing/internal pulse e.g Clap your hands <b>Develop understanding of staff notation; rhythm cards, including minims/rests</b> <b>Listen/discuss: e.g Dido's Lament</b></p> <p>Term 2 Topic: BRITISH ISLES <b>British Folk Songs</b> <b>Perc accompaniment</b> e.g. Wraggle Taggle gypsies <b>Melody-playing on xylophones and group chord-playing on chimes</b> e.g With a Little Help <b>FACE staff intro.</b> <b>Listen/discuss: eg Friday Afternoons</b> Britten songs <b>Nanuma (2<sup>nd</sup> time) – extend as round</b></p> <p>Term 3 Topic: EGYPTIANS <b>Composition/improv Arabic Maqam mode/Rajaz rhythm</b> <b>Musical story-telling</b></p>	<p>Term 1 Topic: ACTIVE PLANET <b>Topic-inspired composition</b> via notation <b>Topic-based rounds</b> <b>Popacatapet!</b> <b>Write lyrics for modular song-Superhero</b> <b>Xylophones unison melodies</b> <b>Notation: revise and extend rhythm/ pitch staff notation</b> <b>Revisit Click, slap etc (3<sup>rd</sup> time)</b> <b>Listening: e.g Symphonie Fantastique</b> <b>Y4 choir: seasonal songs</b> <b>E.g, California Dreamin' (2 parts)</b> <b>UKES:Position, fingers (L and R), frets, chord diagrams, string names, 1 and 2 chord songs</b></p> <p>Term 2 Topic: ANCIENT GREECE <b>Myth-inspired song-writing. Textures for musical stories.</b> <b>Topic based songs</b> <b>Work on voice-type, part-singing (e.g. 1,2,3,4)</b> <b>Understanding pitch/timbre: link with science sound topic</b> <b>Revisit rhythm/pulse games</b> <b>CLASS CONCERT</b> <b>Ukes: 3 and 4 chord songs, Major and Minor chords, differentiation: Tab group melody-playing</b></p> <p>Term 3 Topic: HABITATS <b>Topic-themed songs</b> with <b>tuned perc accompaniment</b> <b>4 note composition</b> <b>3-part song/perc</b> (Wagadoo) <b>Revisit Traffic lights</b> <b>Ukes: Revise all, off-beat rhythms, plectrums,</b></p>	<p>Term 1 Topic: EARTH / SPACE <b>Topic songs</b> e.g Space oddity, with mixed <b>instruments</b> and <b>vocal harmony</b>, off-beat rhythm parts <b>More complex vocal and instrumental arrangements, including chord, melody and percussion</b> e.g. Stand by Me <b>CLASS CONCERT</b> <b>Listening: Planets (Holst)</b> <b>Che-Che- 2<sup>nd</sup> time - (with drums)</b></p> <p>Term 2 Topic: VIKINGS/ANGLOSAXONS <b>Topic songs</b> with <b>composition + arrangement</b> e.g. Dromde song <b>new verses + instruments/ notations</b> <b>Obadiah (Shetland song) with ukes, tuned and untuned perc</b> <b>Shanties (Haul Away)</b> <b>Musical storytelling/graphic score</b> <b>Revisit part-songs</b> e.g Si Si Si, harder <b>rounds</b> eg. Noah's Shanty <b>Listening: Ride of the Valkyries</b> <b>Stand By Me instrumental/vocal arrangement</b></p> <p>Term 3 Topic: RIVERS <b>3 part harmony</b> eg Proud Mary <b>Melody-playing</b> eg Moon River <b>River-inspired composition</b> <b>With graphic score notations</b> <b>Part-songs e.g.Lai la lai (3 part Hey Ho/Rose)</b> <b>CLASS CONCERT</b> <b>Y5 choir, Pure Voices concert</b></p>	<p>Term 1 Topic: WW2 IN ISLINGTON/BIOG DAY <b>Topic wartime songs: Spread a little happiness. We'll Meet Again</b> etc performance for local OAPs <b>Harmony songs</b> e.g. Banuwa Swing/straight rhythm <b>Listening: Big Band jazz</b> <b>School Band 2</b> <b>Melody/accompaniment</b> <b>Reading music for band</b></p> <p>Term 2 Topic: FAIR TRADE/MESOAMERICA <b>Topic songs with instruments</b> e.g. Peanuts (Cuban), Linstead Market (Calypso), <b>Rhythmic part-playing Samba rhythm on perc</b> <b>Compose perc piece</b> <b>Listening: World music focus</b> <b>School Band 3</b> <b>Reading music for band</b> <b>Other notations: Mayan</b> <b>Y6 extended choir, more challenging pieces from e.g voiceworks</b></p> <p>Term 3 Topic: PITCHES AND PERFORMANCE <b>Reading music for band</b> <b>Songwriting –</b> <b>Changes/transition themes</b></p>

<p>Listen to and recall musical phrases and patterns of sounds confidently. Learn how different musical elements are combined and used to create an effect. Develop an understanding of the history of music from different cultures, traditions, composers and musicians in context. Trips to/visits from performers and musicians.</p> <p><b>NOTATIONS</b></p> <p>Understand and begin to use established and invented musical notations to represent music. Use and apply musical notations, including staff notation, in playing and composing contexts. Understand different time signatures. Understand and read further note values in staff notation, from semi-breves to semi-quavers. Understand staff notation pitch representation and read within an octave.</p>	<p><b>Janie Mama 2/3 part round</b>  <b>CLASS CONCERT</b>  Glockenspiels (Charanga course) – playing simple melodies in unison using staff notation</p>	<p>R/H technique, build repertoire, D and G chords, concert for school</p>	<p><b>School Band 1: Year 5 band</b>  Reading music for band  Listening: Blue Danube</p>	<p>Year 6 leavers show songs  Rehearsal and performance  Leavers' show band practice</p>
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