

YERBURY EYFS MUSIC CUURICULUM 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>SINGING 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>PLAYING/MUSICIANSHIP 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>COMPOSING 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>LISTENING 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>NOTATIONS Introducing note-values and steps towards reading staff notation</p>	<p>Term 1 topic WHO WE ARE 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>SINGING 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>PLAYING 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>COMPOSING 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>LISTENING/APPRECIATING/HISTORY</p>	<p>Term 1 Topic: BEGINNINGS: STONE AGE TO ROMANS Topic-themed part-song e.g Veni Vidi Vici Development of round-singing/ 3 part singing (e.g. Si Si Si) Gaelic song/boomwhacker, accompaniment: intro to chords/bass Lyric-writing exercises Exercises for development of timing/internal pulse e.g Clap your hands Develop understanding of staff notation; rhythm cards, including minims/rests Listen/discuss: e.g Dido's Lament</p> <p>Term 2 Topic: BRITISH ISLES British Folk Songs Perc accompaniment e.g. Wraggle Taggle gypsies Melody-playing on xylophones and group chord-playing on chimes e.g With a Little Help FACE staff intro. Listen/discuss: eg Friday Afternoons Britten songs Nanuma (2nd time) – extend as round</p> <p>Term 3 Topic: EGYPTIANS Composition/improv Arabic Maqam mode/Rajaz rhythm Musical story-telling</p>	<p>Term 1 Topic: ACTIVE PLANET Topic-inspired composition via notation Topic-based rounds Popacatapet! Write lyrics for modular song-Superhero Xylophones unison melodies Notation: revise and extend rhythm/ pitch staff notation Revisit Click, slap etc (3rd time) Listening: e.g Symphonie Fantastique Y4 choir: seasonal songs E.g, California Dreamin' (2 parts) UKES:Position, fingers (L and R), frets, chord diagrams, string names, 1 and 2 chord songs</p> <p>Term 2 Topic: ANCIENT GREECE Myth-inspired song-writing. Textures for musical stories. Topic based songs Work on voice-type, part-singing (e.g. 1,2,3,4) Understanding pitch/timbre: link with science sound topic Revisit rhythm/pulse games CLASS CONCERT Ukes: 3 and 4 chord songs, Major and Minor chords, differentiation: Tab group melody-playing</p> <p>Term 3 Topic: HABITATS Topic-themed songs with tuned perc accompaniment 4 note composition 3-part song/perc (Wagadoo) Revisit Traffic lights Ukes: Revise all, off-beat rhythms, plectrums,</p>	<p>Term 1 Topic: EARTH / SPACE Topic songs e.g Space oddity, with mixed instruments and vocal harmony, off-beat rhythm parts More complex vocal and instrumental arrangements, including chord, melody and percussion e.g. Stand by Me CLASS CONCERT Listening: Planets (Holst) Che-Che- 2nd time - (with drums)</p> <p>Term 2 Topic: VIKINGS/ANGLOSAXONS Topic songs with composition + arrangement e.g. Dromde song new verses + instruments/ notations Obadiah (Shetland song) with ukes, tuned and untuned perc Shanties (Haul Away) Musical storytelling/graphic score Revisit part-songs e.g Si Si Si, harder rounds eg. Noah's Shanty Listening: Ride of the Valkyries Stand By Me instrumental/vocal arrangement</p> <p>Term 3 Topic: RIVERS 3 part harmony eg Proud Mary Melody-playing eg Moon River River-inspired composition With graphic score notations Part-songs e.g.Lai la lai (3 part Hey Ho/Rose) CLASS CONCERT Y5 choir, Pure Voices concert</p>	<p>Term 1 Topic: BRITAIN SINCE 1930/BIOG DAY Topic wartime songs: Spread a little happiness. We'll Meet Again etc performance for local OAPs Harmony songs e.g. Banuwa Swing/straight rhythm Listening: Big Band jazz School Band 2 Melody/accompaniment Reading music for band</p> <p>Term 2 Topic: FAIR TRADE/MESOAMERICA Topic songs with instruments e.g. Peanuts (Cuban), Linstead Market (Calypso), Rhythmic part-playing Samba rhythm on perc Compose perc piece Listening: World music focus School Band 3 Reading music for band Other notations: Mayan Y6 extended choir, more challenging pieces from e.g voiceworks</p> <p>Term 3 Topic: PITCHES AND PERFORMANCE Reading music for band Songwriting – Changes/transition themes</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>NOTATIONS</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>Janie Mama 2/3 part round CLASS CONCERT 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>School Band 1: Year 5 band 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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