

Music Progression Plan

Intent: We aim for children to develop an understanding of what music is, through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music to their own and others' lives and wellbeing and also the impact music has in the wider community.

	Rhythm and Pulse	Pitch	Singing	Instrumental
<p>Music skills included in each Unit: Listening, Composing (including improvising) Performance (singing and instrumental) Music Notation . Children also listen to a range of music during assemblies and in the classrooms.</p>				
EYFS Expressive Arts	To listen carefully to rhymes and songs, paying attention to how they sound. To learn rhymes, poems and songs.	To sing the pitch of a tone sung by another person ('pitch match'). To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	To remember and sing entire songs. To create their own songs, or improvise a song around one they know To sing in a group or on their own, increasingly matching the pitch and following the melody. To sing a range of well-known nursery rhymes and songs.	To play instruments with increasing control to express their feelings and ideas
Year 1 Music	To learn to keep a pulse through actions and body percussion. To continue to consolidate understanding of pulse through practical activities (rhythm, action and clapping games) To follow a pulse at varying tempos. To introduce Ta (crotchet) and Te-Te (quaver) rhythms and relate to known chants. To read 4 beat rhythms.	To learn to make higher/lower sounds with voices in response to gestures and visual patterns. To follow a scale up and down with singing and actions. To sing songs containing so, mi and la with creasing accuracy. To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in a group.	To sing with a sense of shape of the melody. To tap knees/clap hands to a steady pulse while singing and to move within a musical time frame. To follow musical instructions from cue words. To memorise a sequence of actions and perform them to a steady pulse. To internalise parts of a song and clap accurate rhythms. To take part in new and familiar singing games. To follow cue word actions, listen to instructions and move to a musical time frame. To think up actions and memorise sequences of actions.	To explore different instrumental sounds and how they can be played. To learn to play tuned/un-tuned instruments carefully, following instructions, gestures, symbols and word cues. To play to a steady pulse as an accompaniment to their singing. To comment on the different sounds of the instrument categories. To follow a conductor. To respond to different tempos. To chant/sing and play instruments in 2 parts. To internalise rhythmic phrasing including Ta, Te-te and rests and play on the instruments. To play instruments as part of a group.
	To continue to consolidate understanding of pulse through practical activities (rhythm, action and clapping games) To clarify the difference between rhythm and pulse. To revise the rest and to read and internalise rhythm patterns. To learn about ostinatos. Transfer rhythm patterns on to percussion instruments.	To experiment with different timbres of voice. To pitch-match (and sing solos) on So, Mi and La, with hand signs. To keep a steady pulse and reinforce high and low. To read and sing from notation using Ta, Te-te on So and Mi. To keep a steady pulse and clap accurate rhythm names Ta and Te-te. To internalise and recall melodic phrases. To play tuned instruments to a steady pulse as an accompaniment to singing. To improvise instrumental patterns. To listen with concentration and to internalise and recall sounds with increasing aural memory. To show recognition of changes in pitch. Hh	To learn new singing games. To sing with a sense of shape of melody and with rhythmic accuracy. To tap/clap to a steady beat to accompany singing. To keep a steady pulse with a partner, moving to a musical time frame and coordinating actions to cue words. To sing a solo or in a small group with confidence. To improvise actions to a steady pulse. To chant with rhythmic accuracy. To jump and coordinate moves to a steady pulse while singing/chanting. To lead the class with solo singing. To move and dance to a musical time frame. To internalise rhythms while singing.	To explore different instrumental sounds and how they can be played. To learn to play tuned/un-tuned instruments carefully, following instructions, gestures, symbols and word cues. To count, internalise and play instruments to a steady pulse, copying and improvising short rhythm patterns. To listen, internalise, recall and play more complex rhythm patterns, keeping steady pulse. To recall and improvise 4 beat and longer rhythm patterns on instruments. To create musical patterns from chosen symbol orders and to practise playing them on instruments of different timbres To play to a steady pulse to accompany their singing. To play instruments in 2 parts. To perform in groups and appraise. To hold one rhythm pattern while others are playing different patterns. To compose 4 beat rhythm patterns.