

MUSIC PROGRESSION MAP - EYFS/KS1

EYFS AREA OF LEARNING		Y1	Y2
EXPRESSIVE ARTS & DESIGN Being Imaginative and Express <ul style="list-style-type: none"> 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. EYFS FOUNDATIONAL KNOWLEDGE I can respond to music in my own way. I can move my body to music. I can make different sounds with my voice. I can sing counting songs. I can choose different instruments to make my own sound. I can clap and tap the rhythm of words. I can join in with a song or rhyme. I can follow simple verbal and non-verbal instructions from a leader. I can clap or tap a rhythm using a tapping stick or instrument.	TOPIC	High Green Boggarts	Chocolate
	VISIT	Moorland Discovery Centre	Cadburys World
	INS PERSON	Beethoven (Symphony No.6 Pastoral)	Babatunde Olatunji
	END POINTS	By the end of this topic I will have learnt; <ul style="list-style-type: none"> ✓ How to make my own music by choosing different sounds and rhythms. ✓ How to follow different rhythms using different symbols and following non-verbal instructions ✓ About how music can create different emotions and moods. ✓ About different types of music and how to play different instruments. ✓ Some facts about Beethoven and can talk about the meaning behind symphony number 6. 	By the end of this topic I will have learnt; <ul style="list-style-type: none"> ✓ How to create simple melodies, using my voice and different instruments ✓ About pulse, tempo, rhythm, pitch and tone. ✓ How to use different instruments to create different sounds. ✓ How music can be used to tell stories. (Peter and the Wolf, African traditional music – focus on drumming.) ✓ The music of Babatunde Olatunji
	KEY VOCAB	Symphony, mood, sound, duration, pitch, tempo, dynamics.	Pulse, sequence, tempo, rhythm, pitch, tone, percussion
	KEY FACTS	<ul style="list-style-type: none"> ✓ Beethoven was born in 1770 in Germany. ✓ A rhythm is a repeated pattern of sound. ✓ Non-verbal means not using your voice but using other signals like a conductor of an orchestra. ✓ Dynamics means how quietly or loudly a piece of music should be played. ✓ A percussion instrument is played by striking with the hand or with a stick or beater, or by shaking. 	<ul style="list-style-type: none"> ✓ The pitch is how high or low the sound is. ✓ Tempo is the speed of a piece of music. ✓ A popular instrument in West Africa is the talking drum. It is an hourglass-shaped drum. ✓ African music is used to tell stories and for religious ceremonies. ✓ African instruments are often made from natural things, like wood, gourds, turtle shells, animal horns or skin. ✓ Tempo is measured in BPM, or beats per minute. ✓ A djembe is a goblet-shaped hand drum from West Africa. ✓ Babatunde Olatunji is a Nigerian drummer and music teacher.
	STATUTORY COVERAGE	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. § 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 inter-related dimensions of music.	

AUTUMN TERM

All About me – body percussion. Singing familiar songs & nursery rhymes.

Bonfire Night – Song – Ten Little Fireworks.

Making own noises of fireworks – bang, crackle, whoosh, pop.

India – Indian Music

Christmas – singing Christmas songs & carols

SPRING TERM

<p>Winter – body percussion. Making own noises of the cool wind swirling around us, the snow crunching underneath our feet, the snow slushing underneath our feet as it melts. Selecting instruments to match the weather- if icicles made a sound what sound would they make?</p> <p>Woodland- windchimes for the woodland</p> <p>Chinese New Year – music and songs from China.</p> <p>SUMMER TERM</p> <p>Summer – body percussion, making own noises of the sun coming up and shining brightly all day. Summer songs- clapping the rhythm.</p> <p>Rainforest – replicating sounds from the rainforest using body and instruments (make own instruments)</p> <p>Under the Sea- sounds of the sea/seaside. Singing songs from The Little Mermaid and Finding Nemo films. Making our own instruments to copy the sounds of the sea.</p>	KEY SKILLS	COMPOSING	<ul style="list-style-type: none"> • Can create and choose sounds and can explain my music to others. • Can recognise and explore how sounds can be made and changed • Can choose sounds to represent different things in different ways 	<ul style="list-style-type: none"> • Can create short melodic patterns and rhythmic phrases • Can make sequences of sounds and combine sounds for different purposes • Can create simple accompaniments
		LISTENING	<ul style="list-style-type: none"> • Responds to different moods of music, in different ways • Beginning to say what he/she likes and dislikes • Can listen to others and talk to them about what they are doing. 	<ul style="list-style-type: none"> • Can identify simple repeated rhythmic patterns • Can verbally recall what he/she have heard with simple vocabulary – loud, soft, high, low • I can recognise and explore how sounds can be made and changed.
		PERFORMING	<ul style="list-style-type: none"> • Can copy and perform simple rhythm patterns • Can follow a simple rhythm using different symbols with support. • Can follow simple verbal and non-verbal instructions • I can sing simple songs from memory. 	<ul style="list-style-type: none"> • Can beat out short rhythms and repeat short rhythmic patterns • Can imitate changes in pitch • Can maintain a simple part in a round • I can keep to a steady pulse. • I can choose sounds to represent different things in different ways. • I can perform simple accompaniments and simple rhythmic parts. • I can sing songs with more accurate pitch
	Knowledge & Understanding		<ul style="list-style-type: none"> • Have some understanding of the musical elements: dynamics and pitch. • Have some understanding of the musical elements: duration and tempo. 	<ul style="list-style-type: none"> • Beginning to understand tempo. rhythm and tone • I can recognise changes in pitch and dynamics. • I can recognise changes in duration and tempo. • Can play a tuned instrument and is beginning to create a tune. • Understands how to follow non-verbal instructions during a performance.
CURRICULAR LINKS	AUTUMN	Weekly Singing Music in assembly – Listening & appreciating	Weekly class Pea Buzzer lesson Weekly Singing Music in assembly – Listening & appreciating	
	SPRING	Topic focus - Boggarts Ball Weekly Singing Music in assembly – Listening & appreciating	Weekly class Pea Buzzer lesson Topic Focus African Drumming - Ghana Weekly Singing Music in assembly – Listening & appreciating	
	SUMMER	Weekly Singing Music in assembly – Listening & appreciating	Weekly class Pea Buzzer lesson Weekly Singing Music in assembly – Listening & appreciating	

