

The plan below shows the progression throughout KS1 and KS2. The skills are cumulative: previous skills will continue to be refined according to the context of musical learning.

EYFS and KS1						
* Prepare=aural & visual discovery of the element. **Present=assign a name & symbol. ***Practice= Consolidate, perform, read, write and create as in Bruner's ideal of the Spiral Curriculum of Learning. Once a concept has been presented, this will continue to be practised in increasingly complex contexts.						
2024-2025	Autumn		Spring		Summer	
Nursery	Feeling the beat. Responding to musical cues by starting and stopping in time to the music. Loud and soft. Untuned percussion.	Songs with actions. Beat actions. Free movement through space following musical cues. Limited tuned percussion.	Ball passing on the beat. Responding to pitch through movement. Higher and lower (P8). Exploring how the parts of the body move.	Tone ladder using numbers. Responding to song words (counting).	Ta and ti ti (subconsciously through song.) Ascending and descending.	2,3 and 4 metre, subconsciously through song. So mi songs (subconsciously) Faster and slower.
YR	Feel and demonstrate beat. Pitch Recognising and showing higher and lower in two pitches.	Feel and demonstrate beat in a song with rests. Beat (vocabulary.) So mi songs (subconscious)	More complex beat keeping (multiple actions) Call and response (pitch matching)	Keeping the beat during rests. Rhythm (vocabulary) Tapping the rhythm/beat.	Solo singing. Improvisation of words and actions.	Knowing that the beat continues even when there are rests (subconscious)
Y1	Repertoire and preparation* of so and mi Repertoire and preparation* of ta and ti-ti .	Presentation ** and Practice*** of ta and ti ti . Further preparation* of so and mi Structure (Rhythmic)	Further preparation* of so and mi including simple staves Further practice *** of ta and ti-ti Structure (Melodic)	Preparation* of z, further practice*** of ta and ti-ti. Presentation ** and Practice*** of so and mi	Presentation** and practice *** of z , Further practice** of ta, ti-ti and so and mi.	Consolidation of known skills and concepts. Preparation* of la
Y2	Further preparation* and presentation** of la including simple staves.	Early practice *** of la Preparation* of tika tika.	Further Preparation* and presentation*of tika tika Mid-stage practice of la	Preparation* of do and practice*** of tika tika Presentation** of do	Practice*** of do Mid-stage practice ** of tika tika	Preparation* Duration Simple Duple Tempo

KS2 * Prepare=aural & visual discovery of the element. **Present=assign a name & symbol. ***Practice= Consolidate, perform, read, write and create as in Bruner's ideal of the Spiral Curriculum of Learning. Once a concept has been presented, this will continue to be practised in increasingly complex contexts.

2024-2025	Autumn		Spring		Summer	
Y3	Presentation ** of too . Introduction of absolute names (in the keys of C, G and F) for m s l and d and their position on the stave.	Preparation* for re including repertoire using multiple melodic turns. Practice of known melodic and rhythmic concepts in new contexts. Absolute names of treble clef spaces. Treble Clef	Preparation* of ti-tika and tika-ti Practice of too and all other known rhythms	Presentation** of re . Practice*** of re. Preparation for tika ti and ti tika	Preparation* for d'. Presentation and practice*** of ti-tika and tika ti	Consolidation of known skills and concepts. Preparation* for l, and s,.
Y4 (WCET)	Play both violin and cello, pizzicato only. Reading open strings (absolute names) and known rhythms in treble clef only and playing them on violin or cello. Further Preparation* for s, and l,	Playing, open strings only, in a variety of contexts. Open string improvisation	quadruple metre . Arco Preparation for introduction of 1 st finger (re) through solfa and absolute names.	Introduction and practice of first finger. Re in the context of an instrument. Simple triple Presentation** and Practice *** of l, and s,.	Preparation for introduction of 2 nd finger (violin) or 3 rd finger (cello) using mi through song and absolute names.	Preparation* and presentation** of d' . Consolidation of known skills and concepts. Introduction of 2 nd /3 rd finger placement. Repertoire using all known notes in increasingly complex contexts.
Y5 (WCET)	Practice of 2nd/3rd finger placement in the keys of G and D in increasingly complex melodic turns. Preparation* for fa.	Preparation for 3rd/4th finger placement Major pentachord Further prep for fa.	3rd/4th finger placement (fa) Presentation** and early practice*** of fa .	Preparation* Further practice of fa. The pentatonic and pentachordal scale and their intervals	Understanding the relationship between d-f and s-t Preparation* and presentation** of ti Intervals Presentation** and practice* of syncopa	Preparation* and presentation ***of tam-ti . Consolidation of known skills and concepts. Major scales of G and D in absolute names and Intervals. Practice *** of ti and syncopa Minor pentachord, Preparation for the natural minor (la based)
Y6	Revisit known solfa pitches in more complex contexts. Natural minor. Texture	Continued work on natural minor and transposition from major to minor and vice versa. Time signatures.	Ukulele: Chords C major and A minor-pieces using a variety of strumming patterns. (Harmony)	Ukulele: Add chord F Major chord, pieces, using increasingly complex changes.	Ukulele: Add chord G7. Explore pieces using similar chord progressions using I IV V7 and vi	Year 6 Production.
KS2 Time Line	MODERN (c.1900-present)	ROMANTIC (c.1820-c.1900)	CLASSICAL (c.1750-c.1820)	BAROQUE (c.1600-c. 1750)	EARLY MUSIC (c.800-c.1600)	WOMEN/BLACK COMPOSERS

