

MUSIC PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

NURSERY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	All About Me	Festivals	People Who Help Us. (Chinese New Year.)	Fairy Tales	Wings, tails and Shiny Scales	Minibeasts
EYFS FRAMEWORK	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas
NURSERY CURRICULUM COVERAGE UNDER REVIEW						

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RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
EYFS FRAMEWORK	<p>Development Matters Reception: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Development Matters Reception: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Development Matters Reception: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Early Learning Goals: 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.</p>	<p>Early Learning Goals: 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.</p>	<p>Early Learning Goals: 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.</p>
CONTENT Charanga	<p>In this unit the children will focus on 6 nursery rhymes.</p> <p>Cross curricular opportunities include growing, homes, colour, toys, how I look.</p> <p>Musical focus for this unit includes: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Improvising leading to playing classroom instruments.</p>	<p>In this unit the children will focus on nursery rhymes.</p> <p>Cross curricular opportunities include using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p> <p>Musical focus includes: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music.</p>	<p>In this unit children will build on the skills for listening and responding to different styles of music each week.</p> <p>Initially using their voices to explore and create sounds becoming more confident to perform nursery rhymes and action songs then moving onto using classroom instruments.</p> <p>All through the cross curricular topics of family, friends, people and music around the world.</p>	<p>In this unit children will build on the skills for listening and responding to different styles of music each week. Initially they will use their voices to explore and create sounds becoming more confident to perform nursery rhymes and action songs then move onto classroom instruments. All this will be achieved through the cross curricular topics of animals, night and day, sand and water, seasons, weather, sea and space.</p>	<p>Transition unit to start to prepare the children for their musical learning in Year 1.</p> <p>Listening and appraising Funk music.</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Learning new song Big Bear Funk and revisiting nursery rhymes from previous units.</p> <p>Playing instruments within the song.</p> <p>Improvisation using voices and instruments.</p> <p>Riff based composition.</p>	<p>Transition unit to start to prepare the children for their musical learning in Year 1.</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

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	Share and perform the learning that has taken place. There will be opportunity to listen to other pieces of music that will support and enrich the children's understanding of its theme.	Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.			Share and perform the learning that has taken place.	
SKILLS	<ul style="list-style-type: none"> Respond to music by moving to a steady pulse. Move to the pulse in different ways. Clap the rhythm of their name. 	<ul style="list-style-type: none"> Respond to music in character. Respond to the music by tapping/ clapping or moving to the steady pulse. Copy the rhythm of small phrases from the songs. 	<ul style="list-style-type: none"> To identify the pulse, rhythm and pitch in songs they are listening to and learning to perform. To invent ways to find the pulse. To copy some rhythms of phrases from the songs. To explore high pitch and low pitch in the context of the songs. Use the glockenspiel to explore melodic patterns using 1 or 2 notes. 	<ul style="list-style-type: none"> To identify the pulse, rhythm, pitch and tempo in songs they are listening to and learning to perform. To listen and copy back some rhythms by clapping. Copying teacher Perform songs by singing, adding actions to the beat and playing simple instruments. To record their performance and talk about it. 	<ul style="list-style-type: none"> To identify the pulse. To copy back rhythms by clapping copying teacher and then child led. To explore pitch by creating own sounds with voices and instruments. To learn a new song. To Perform songs by singing, adding actions to the beat and playing simple instruments. To record their performance and assess it. 	<ul style="list-style-type: none"> To identify the pulse. To copy back rhythms by clapping copying teacher and then child led. To explore pitch by creating own sounds with voices and instruments. To learn a new song. To perform songs by singing, adding actions to the beat and playing simple instruments.
KEY KNOWLEDGE	Children will know: <ul style="list-style-type: none"> The pulse is the steady beat of the music. The rhythm is the long and short notes. Pitch is the high and low notes. 	Children will know: <ul style="list-style-type: none"> The pulse is the steady beat of the music. The rhythm is the long and short notes. Pitch is the high and low notes. 	Children will know: <ul style="list-style-type: none"> How to identify the pulse (beat) in a piece of music and know that it is the heartbeat that never stops. Rhythm is the long and short sounds 	Children will know: <ul style="list-style-type: none"> How to identify the pulse (beat) in a piece of music and know that it is the heartbeat that never stops. Rhythm is the long and short sounds 	Children will know: <ul style="list-style-type: none"> How to identify the pulse in a piece of music and know that it is the heartbeat that never stops. 	Children will know: <ul style="list-style-type: none"> How to identify the pulse in a piece of music and know that it is the heartbeat that never stops.

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			<p>that happen over the pulse.</p> <ul style="list-style-type: none"> Pitch is the high and low notes. 	<p>that happen over the pulse.</p> <ul style="list-style-type: none"> Pitch is the high and low notes. That the words of songs can tell stories and paint pictures. Songs have sections. To sing or rap songs from memory. A performance is sharing music. 	<ul style="list-style-type: none"> How to identify the style of Funk music. Rhythm is the long and short sounds that happen over the pulse. The difference between untuned and tuned percussion. A performance is sharing music. 	<ul style="list-style-type: none"> How to identify the style of Funk music. Rhythm is the long and short sounds that happen over the pulse. The difference between untuned and tuned percussion. A performance is sharing music.
RETRIEVAL/ PRIOR LINKS	Pulse, long sounds, short, sounds, high sounds, low sounds, copy,	Pulse, rhythm patterns, high and low sounds (pitch)	Pulse, rhythm patterns, high and low sounds (pitch)	Pulse, rhythm patterns, high and low sounds (pitch)	Pulse, rhythm patterns, high and low sounds (pitch)	Pulse, rhythm patterns, high and low sounds (pitch)
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	Pulse, rhythm patterns, high and low sounds (pitch)	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.

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YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Hey You!	Rhythm In The Way We Walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
NC OBJECTIVES	<ul style="list-style-type: none"> 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. 					
CONTENT	In this unit the children will learn the song Hey You! It is an old-school hip-hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old-school hip-hop tunes.	In this unit the children will learning 2 songs. One in a reggae style – Rhythm in the way we walk and the other a Hip-hop style called banana rap. They will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	In this unit the children will learn the same song in 6 different styles; Blues, Baroque, Latin, Bhangra, Funk and Folk. Each week they will listen and learn a different style of In The Groove. Children will have the opportunity to listen and appraise other songs during the listen and appraise part of the lessons.	In this unit the children will learn one song that builds on previous learning Round and Round in a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music, singing and playing instruments are all linked. Children will have the opportunity to listen and appraise other songs in other songs during the listen appraise part of each of the lessons.	In this unit the children will hear songs about their imagination to listen to and appraise. Children will work towards a performance based on the song Your Imagination. Children will have the opportunity to play tuned and untuned instruments to the music and to sing along to the song. Children will perform their songs, record and appraise.	This unit of work consolidates the learning that has been occurred during the year. All the learning is focussed around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
SKILLS	Children will: <ul style="list-style-type: none"> Find the pulse and move in different ways. Copy rhythms by clapping them back and then making their own up. Sing in all the different styles of music and learn to play C and D on tuned percussion. 	Children will: <ul style="list-style-type: none"> Find the pulse and move in different ways. Copy rhythms by clapping them back and then making their own up. Improvise to music and compose simple rhythms. Perform, growing in confidence with each performance. 	Children will: <ul style="list-style-type: none"> Find the pulse and move in different ways. Copy rhythms by clapping them back and then making their own up. Sing in all the different styles of music and learn to play C and D on tuned percussion. 	Children will: <ul style="list-style-type: none"> Name the different parts to the music. (Structure) (intro/verse x4) Find the pulse and move in different ways. Copy rhythms by clapping them back and making up their own. Sing to the correct pitch recognising if 	Children will: <ul style="list-style-type: none"> Find the pulse and move in different ways. Increase accuracy when copying back rhythms. Sing in unison and 2 parts. Play accurately in time to the music as part of a performance. 	Children will: <ul style="list-style-type: none"> Listen and appraise classical musical. Identify the beat of the music by moving in time. Increase accuracy when copying back rhythms. Play accurately in time to the music as part of a performance.

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	<ul style="list-style-type: none"> • Improvise to music and compose simple rhythms. • Perform, growing in confidence with each performance. 		<ul style="list-style-type: none"> • Improvise to music and compose simple rhythms using the notes C and D. • Perform, growing in confidence with each performance. 	<p>the pitch is moving high or low.</p> <ul style="list-style-type: none"> • Use simple classroom instruments (tuned and untuned) to perform a song in time with the music and the correct notes on tuned percussion. • Improvise and compose using given notes to create their own rhythms to the music. • Perform, as a class, the song they have been learning. 	<ul style="list-style-type: none"> • Play C and D on the glockenspiel. • Appraise the recorded performance, saying what they like best, how they felt about it and how did they feel during the performance. 	
KEY KNOWLEDGE	<ul style="list-style-type: none"> • How to identify the pulse (beat) in a piece of music and know that it is the heartbeat that never stops. • Rhythm is the long and short sounds that happen over the pulse. • Improvise is to make up a rhythm to fit a piece of music on the spot. • Compose is to make up a piece of music that you record (written down) so that it can be performed again. 	<ul style="list-style-type: none"> • How to identify the pulse (beat) in a piece of music and know that it is the heartbeat that never stops. • Rhythm is the long and short sounds that happen over the pulse. • Improvise is to make up a rhythm to fit a piece of music on the spot. • Compose is to make up a piece of music that you record (written down) so that it can be performed again. 	<ul style="list-style-type: none"> • To know the different styles of the music. Blues, Baroque, Latin, Bhangra, Funk and Folk. • How to identify the pulse (beat) in a piece of music and know that it is the heartbeat that never stops. • Rhythm is the long and short sounds that happen over the pulse. • Improvise is to make up a rhythm to fit a piece of music on the spot. 	<ul style="list-style-type: none"> • To know the structure of a song. • To know that the pulse/beat is the heartbeat of the music that never stops. • Rhythm is the long and short sounds that happen over the pulse. • Pitch is the high and low notes. • Improvise is to make up a rhythm to fit a piece of music on the spot. • Compose is to make up a piece of music that you record (written down) so 	<ul style="list-style-type: none"> • To know the difference between singing in unison or 2 parts. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words. • Improvise is to make up a rhythm to fit a piece of music on the spot. • Compose is to make up a piece of music that you record (written down) so that it can be performed again. 	<ul style="list-style-type: none"> • To know that the pulse/beat is the heartbeat of the music that never stops. • Rhythm is the long and short sounds that happen over the pulse. • Pitch is the high and low notes. • Improvise is to make up a rhythm to fit a piece of music on the spot. • Compose is to make up a piece of music that you record (written down) so that it can be performed again.

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			<ul style="list-style-type: none"> Compose is to make up a piece of music that you record (written down) so that it can be performed again. 	that it can be performed again.		
RETRIEVAL/ PRIOR LINKS	Pulse, rhythm	Pitch, rap,	Improvise, South African style,	Boogie, compose,	Funk, melody,	
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.	Blues, Baroque, Latin, Irish Folk, pulse, rhythm, pitch, compose, improvise, perform, groove	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.	Beat, rhythm, keyboard, bass, drums, pitch, improvise, compose, perform, audience, imagination.	

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YEAR 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Hands, Feet, Heart South African music	Ho, Ho, Ho Christmas themed	I Wanna Play in a Band. Playing together in a band and rock music	Zootime. Animals and Reggae music.	Friendship Song	Reflect, Rewind and Replay
NC OBJECTIVES	<ul style="list-style-type: none"> • 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. 					
CONTENT	<p>In this unit the children will learn a song called Hands, feet and heart and it celebrates South African music. The children will develop their playing skills with the glockenspiels and through listening and appraising the songs in this unit it will support to enrich the children's understanding of South Africa and African music, while deepening their musical knowledge and experience.</p>	<p>In this unit the children will learn a song called Ho, ho, ho – a Christmas song. Listening to the additional music during the listen and appraise section of each lesson will support and enrich the children's understanding while deepening their musical knowledge and experience.</p>	<p>In this unit the children will learn a song called I Wanna Play in a Band in a rock style. Listening to the additional music during the listen and appraise section of each lesson will support and enrich the children's understanding while deepening their musical knowledge and experience.</p>	<p>In this six week unit all the learning is focussed around the song Zootime. The style of the music will be Reggae. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch...), singing and playing instruments are all linked. Listening to the additional music during the listen and appraise section of each lesson will support and enrich the children's understanding while deepening their musical knowledge and experience.</p>	<p>In this unit the children will learn a song all about being friends. The children will think about the different styles of songs that they know and have sung over the year. The children will name the instruments they can hear in the music. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch...), singing and playing instruments are all linked. Listening to the additional music during the listen and appraise section of each lesson will support and enrich the children's understanding while deepening their musical knowledge and experience.</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. The children will listen and appraise classical music. They will continue to embed the foundations of the interrelated dimensions of music using voices and instrument, singing, play instruments within the song, improvisation using voices and instruments, composition, share and perform the learning that has taken place. This unit will also prepare the children for their music lessons in Keys Stage 2.</p>

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<p>SKILLS</p>	<ul style="list-style-type: none"> • Move to the beat/pulse of the music. • Clap rhythms (long and short sounds) whilst marching to the beat. • Sing the correct pitch and rhythm for the song. • Play the correct notes on a glockenspiel at the correct time. • Create own rhythms for a piece of music on the spot (Improvise). • Create and write down a composition to fit with the music. (compose) • Appraise their own performance. 	<ul style="list-style-type: none"> • Move to the beat/pulse of the music. • Clap rhythms (long and short sounds) whilst marching to the beat. • Sing the correct pitch and rhythm for the song. • Rap in time to the music. • Play the correct notes on a glockenspiel at the correct time. • Create own rhythms for a piece of music on the spot (Improvise). • Create and write down a composition to fit with the music. (compose) • Appraise their own performance. 	<ul style="list-style-type: none"> • Move to the beat/pulse of the music. • Clap rhythms (long and short sounds) whilst marching to the beat. • Sing the correct pitch and rhythm for the song. • Play the correct notes on a glockenspiel at the correct time. • Create own rhythms for a piece of music on the spot (Improvise). • Create and write down a composition to fit with the music. (compose) • Appraise their own performance. 	<ul style="list-style-type: none"> • Move to the beat/pulse of the music. • Clap rhythms (long and short sounds) whilst marching to the beat. • Sing the correct pitch and rhythm for the song. • Play the correct notes on a glockenspiel at the correct time. • Create own rhythms for a piece of music on the spot (Improvise). • Create and write down a composition to fit with the music. (compose) • Appraise their own performance. 	<ul style="list-style-type: none"> • Move to the beat/pulse of the music. • Clap rhythms (long and short sounds) whilst marching to the beat. • Sing the correct pitch and rhythm for the song. • Play the correct notes on a glockenspiel at the correct time. • Create own rhythms for a piece of music on the spot (Improvise). • Create and write down a composition to fit with the music. (compose) • Appraise their own performance. 	<ul style="list-style-type: none"> • Move to the beat/pulse of the music. • Clap rhythms (long and short sounds) whilst marching to the beat. • Sing the correct pitch and rhythm for the song. • Play the correct notes on a glockenspiel at the correct time. • Create own rhythms for a piece of music on the spot (Improvise). • Create and write down a composition to fit with the music. (compose) • Appraise their own performance.
<p>KEY KNOWLEDGE</p>	<ul style="list-style-type: none"> • To know that music has a steady beat/pulse. • To know that we can create rhythms for words, our names, favourite food, colours and animals. • To know that rhythms are different from the pulse. 	<ul style="list-style-type: none"> • To know that music has a steady beat/pulse. • To know that we can create rhythms for words, our names, favourite food, colours and animals. • To know that rhythms are different from the pulse. 	<ul style="list-style-type: none"> • To know that music has a steady beat/pulse. • To know that we can create rhythms for words, our names, favourite food, colours and animals. • To know that rhythms are different from the pulse. 	<ul style="list-style-type: none"> • To know that music has a steady beat/pulse. • To know that we can create rhythms for words, our names, favourite food, colours and animals. • To know that rhythms are different from the pulse. 	<ul style="list-style-type: none"> • To know that music has a steady beat/pulse. • To know that we can create rhythms for words, our names, favourite food, colours and animals. • To know that rhythms are different from the pulse. 	<ul style="list-style-type: none"> • To know that music has a steady beat/pulse. • To know that we can create rhythms for words, our names, favourite food, colours and animals. • To know that rhythms are different from the pulse.

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	<ul style="list-style-type: none"> To know that we add high and low sounds, pitch, when we sing and play our instruments. To know that music can have sections such as question and answer and chorus. 	<ul style="list-style-type: none"> To know that we add high and low sounds, pitch, when we sing and play our instruments. To know that there are different styles in music and this focus is rap. 	<ul style="list-style-type: none"> To know that we add high and low sounds, pitch, when we sing and play our instruments. To know that there are different styles in music and this focus is rock. 	<ul style="list-style-type: none"> To know that we add high and low sounds, pitch, when we sing and play our instruments. To know that there are different styles in music and this focus is Reggae. 	<ul style="list-style-type: none"> To know that we add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> To know that we add high and low sounds, pitch, when we sing and play our instruments.
RETRIEVAL/ PRIOR LINKS	pulse, rhythm, pitch, timbre,	tuned, untuned percussion instruments, wind, brass, pulse, rhythm, pitch,	Musical style, genre, funk, rap, timbre,	Baroque, bhangra, blues, dynamics, appraise,	Rhythm, pulse, tempo, perform	Appraise, dynamics, tempo, pitch, pulse, timbre, perform
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	Keyboard, drums, bass, electric guitar, saxophone, trumpet, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, tuned, untuned percussion instruments, wind, brass,	Rap, musical style, genre,	Solo, rock music	Reggae,	Female singer,	