



Music Learning Journey



Curriculum Design:

Cumulative:

At William Davis our music curriculum is organised to ensure sound progression in developing key skills of musicianship and knowledge of musical concepts from Early Years through to Year 6. To deliver this, we use a high quality scheme of work from Sing Up Music. The journey begins in the EYFS, where musical opportunities and experiences have been carefully designed to ensure firm foundations are in place before the children move into KS1. Across KS1 and KS2 progression is organised around the core musical skills of improvising and composing, singing and playing and listening and appraising. Each year children have the opportunity to revisit and build upon their prior learning, working towards cumulative end goals.

Coherence

Our Music Curriculum is centered around our 'Big Ideas' - our chosen key concepts, based on the inter-related dimensions of music: pitch, tempo, duration, timbre, texture, dynamics, structure and notation. These concepts are built upon throughout the learning modules, deepening children's understanding of each concept as they continue their learning journey.

Connections

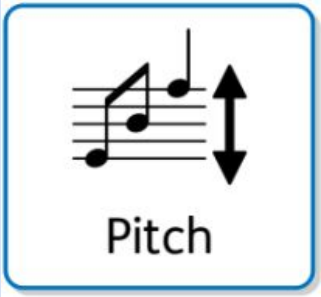




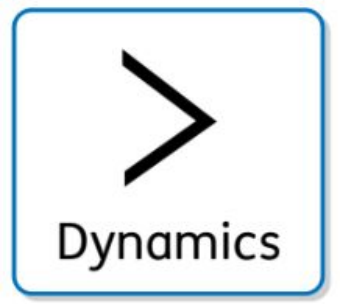
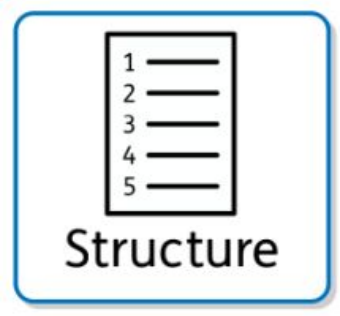
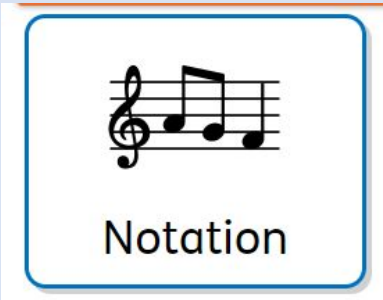
Where appropriate our music lessons are linked to learning in other subjects, so that connections can be made and understanding deepened. This might be through contextual links with books studied in the reading curriculum or connections to cultural, social or environmental learning in the RE, history, geography and science programmes of study. Connections might be made across or within year groups. Here are a few examples: Year 1 pupils are able to make links with their geography learning about oceans when studying Benjamin Britten's Sea Interludes. Work around Saint-Saen's Carnival of the Animals in Year 2 links to their Science work on animal habitats. Year 6 study the impact of the Windrush Migration in history and can apply their learning to the cultural context of 'You to Me are Everything' by The Real Thing, the first black British artists to reach number one in the UK.

Context

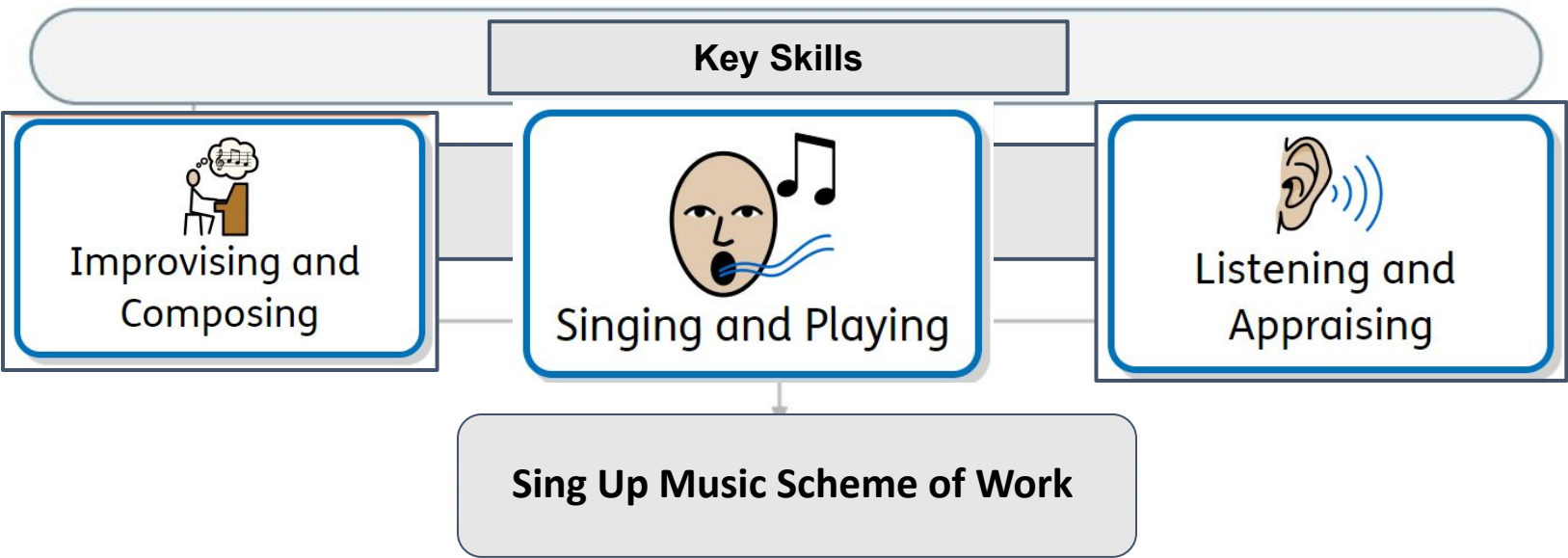
We have made deliberate choices within our music curriculum linked to our locality and school community. A number of our music units provide opportunities to explore the Bengali and wider south Asian heritage of many of our students including the Global Pentatonics unit in Year 4 and the Madina Tun Nabi Islamic song unit and Kisne Banaya Pakistani song unit in Year 5. As an area with high levels of economic disadvantage it is important that we provide our pupils with the cultural capital that will enable them to flourish in secondary school and beyond. The repertoire used in music lessons and across our weekly singing assemblies is designed to broaden children's knowledge of music from a range of disciplines including key pieces by well known western classical composers. Building on this, across the year we provide opportunities for every child to experience live music through musician visits to school or attending classical concerts outside of school. We have also chosen to prioritise instrumental lessons as we recognise many of our pupils don't have access to these opportunities outside of school. With this in mind, we have focussed our Year 3 music curriculum on learning to play tuned percussion instruments. This is followed up in Year 4 with an enrichment recorder class for every pupil and opportunities in Year 5 and 6 for small group clarinet and saxophone tuition for keen students, as an additional offer on top of our regular music curriculum.

Big Ideas

Our music learning journey ensures that pupils revisit key musical dimensions, which we call our ‘Big Ideas’.

Big Idea/ Dimension	Description
<div><p>Pitch</p></div>	How high or low a sound is.
<div><p>Timbre</p></div>	The quality of sound. (E.g. smooth/scratchy/twinkly)
<div><p>Duration</p></div>	The length of time each note is played for, often linked to the <i>rhythm</i> or pattern of notes.
<div><p>Texture</p></div>	How many layers of sound the music has. (thick/thin)
<div><p>Tempo</p></div>	The speed of the music (fast/slow), often linked to the speed of the <i>beat</i> or <i>pulse</i> .
<div><p>Dynamics</p></div>	The volume of the music (loud/quiet)
<div><p>Structure</p></div>	How the music is organised into different sections.
<div><p>Notation</p></div>	The way that music is written so that others can play it.

How is the Music scheme of work organised?



Big Ideas/ Inter-related dimensions of Music

These are:





- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation




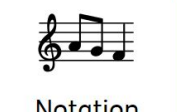


Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand. You can see our *Progression of knowledge* for this strand on the next page.





Year Group	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none">• Let’s Be Friends• Travel and Movement+ <i>Songs for Winter Performance</i>	<ul style="list-style-type: none">• This Is Me• Animal Tea Party	<ul style="list-style-type: none">• I’ve got feelings• Let’s jam
Reception	<ul style="list-style-type: none">• I’ve got a grumpy face• The Sorcerer’s Apprentice• Witch Witch• Row your boat+ <i>Songs for Winter Performance</i>	<ul style="list-style-type: none">• Bird Spotting• Shake my sillies out• Up and down• Five fine bumble bees	<ul style="list-style-type: none">• Down there under the sea• It’s oh so quiet!• Slap clap clap• Bow bow Belinda
Year 1	<ul style="list-style-type: none">• <u>Menu Song*</u> <i>Progression snapshot this unit</i>• Colonel Hathi’s March• <i>Winter Performance</i>	<ul style="list-style-type: none">• <u>Football*</u>• ‘Dawn’ from Sea Interludes• Musical Conversations	<ul style="list-style-type: none">• Dancing and drawing to Nautilus• Cat and Mouse• <u>Come dance with me*</u>
Year 2	<ul style="list-style-type: none">• <u>Tony Chestnut*</u>• Carnival of the animals• <i>Winter performance</i>	<ul style="list-style-type: none">• <u>Grandma Rap*</u>• Orawa• Trains	<ul style="list-style-type: none">• Swing along with Shostakovich• Charlie Chaplin• <u>Tanczyny Labada*</u>
Year 3	<ul style="list-style-type: none">• Play percussion: TIME <i>*Progression snapshot week 3</i>• <i>Winter performance</i>	<ul style="list-style-type: none">• Play percussion: Mangrove twilight <i>*Progression snapshot week 3</i>	<ul style="list-style-type: none">• Play percussion: Ripples <i>*Progression snapshot week 3</i>
Year 4	<ul style="list-style-type: none">• <u>This little light of mine*</u>• Theme from Pink Panther• <i>Winter performance</i>	<ul style="list-style-type: none">• <u>My fantasy football team (additional unit)*</u> <i>*Progression snapshot week 3</i>• Fanfare for the common man• Spain	<ul style="list-style-type: none">• <u>Composing with colour (swapped unit)*</u> <i>*Progression snapshot week 3</i>• Global pentatonics• The horse in motion
Year 5	<ul style="list-style-type: none">• <u>What shall we do with the drunken sailor*</u>• Introduction to songwriting• <i>Winter performance</i>	<ul style="list-style-type: none">• <u>Madina tun tabi*</u>• Building a groove• Epoca	<ul style="list-style-type: none">• Balinese gamelan• Composing in ternary form• <u>Kisne banaya*</u>
Year 6	<ul style="list-style-type: none">• <u>Hey Mr Miller*</u>• Composing for protest• <i>Winter performance</i>	<ul style="list-style-type: none">• <u>Dona nobis pacem*</u>• You to me are everything• <i>Auditions and rehearsals for Summer Show</i>	<ul style="list-style-type: none">• <i>Rehearsals for Summer Show</i> <i>*Progression snapshot week 3</i>





Progression of Big Ideas

	EYFS	Year 1	Year 2
<div><p>Pitch</p></div>	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
<div><p>Duration</p></div>	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
<div><p>Dynamics</p></div>	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.
<div><p>Tempo</p></div>	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.

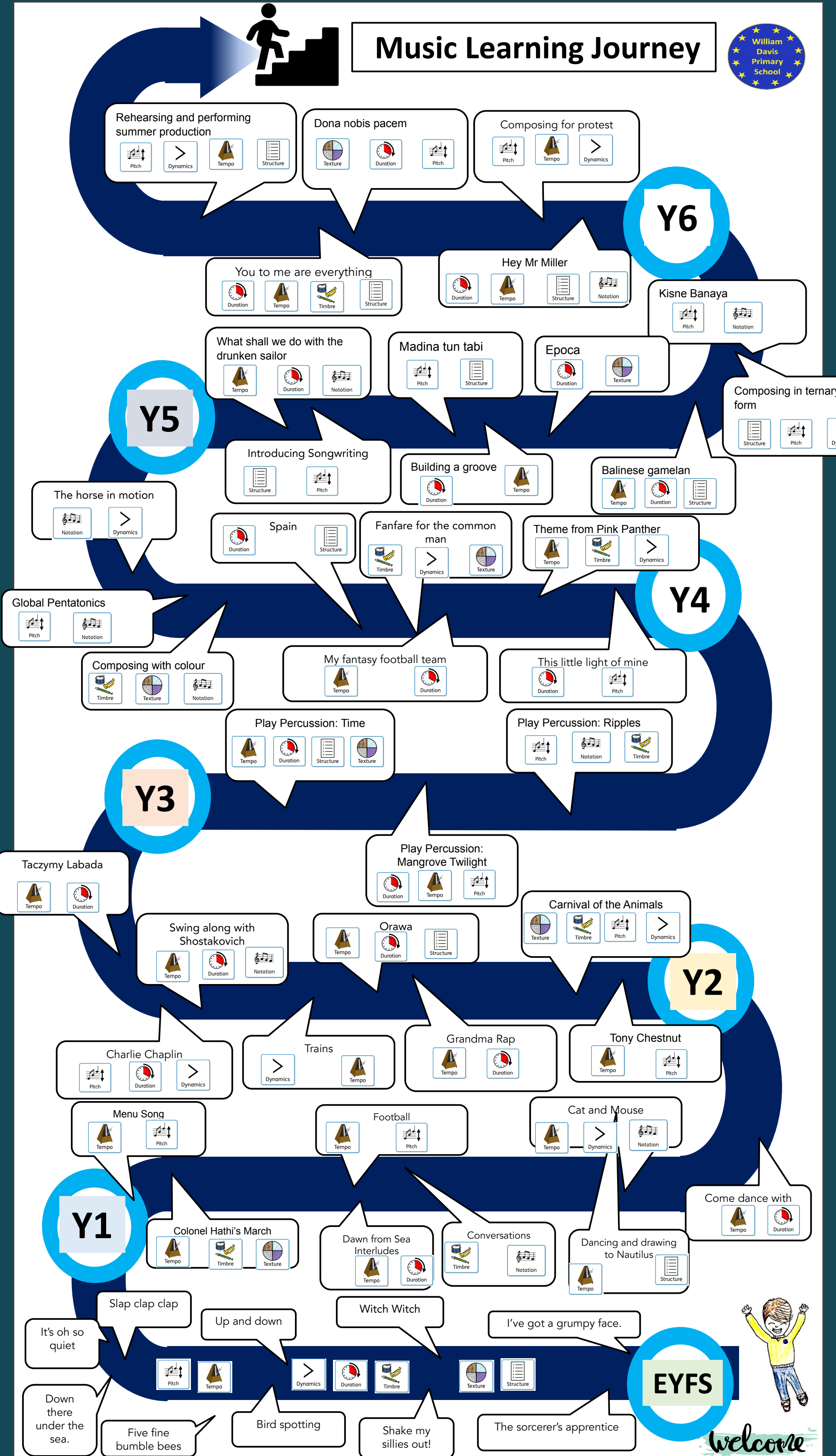
<div><p>Timbre</p></div>	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
<div><p>Texture</p></div>	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
<div><p>Structure</p></div>	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
<div><p>Notation</p></div>	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.

Progression of Big Ideas

	Year 3	Year 4	Year 5	Year 6
 Pitch	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>
 Duration	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
 Dynamics	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics.</p>
 Tempo		<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

	Year 3	Year 4	Year 5	Year 6
 Timbre	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p>	<p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>	<p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>
 Texture	<p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p>	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
 Structure	<p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p>	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p>	<p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>
 Notation	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>	<p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>

Music Learning Journey



Cumulative End Goals

Year 1

	Tempo	Pitch	Duration	Notation	Structure	Dynamics	Timbre	Texture
Improvise & Compose	Compose music to march to on untuned percussion.	Compose word pattern melodies using mi-re-do.		Create and perform some simple graphic scores.	Improvise question and answer structures on percussion instruments		Compose musical sound effects in response to a stimulus.	
Sing & Play	Play percussion instruments on the beat. Perform actions to music with a sense of beat.	Create a dramatic performance of song, singing in tune.	Chant together rhythmically , marking rests accurately.	Recognise how graphic symbols can represent sound.	Copy a leader in a call and response song.			
Listen & Appraise	Listen and move in time to a song. Describe the features of a march (know it has a steady beat)		Develop awareness of duration (longer / shorter sounds)		Listen actively by responding to musical signals and themes through movement.			Draw imaginatively in response to a piece of music.

Year 2

	Tempo	Pitch	Duration	Notation	Structure	Dynamics	Timbre	Texture
Improvise & Compose	Compose 4 beat patterns to create a rhythmic accompaniment.	Improvise rhythms using C or G keys.	Create action patterns in 2 and 3 time.	Compose and notate a simple group soundtrack for a silent film clip.	Structure short composed ideas into a longer piece.		Select instruments and compose to reflect an animal's character.	
Sing & Play	Perform a rap with a rhythmic accompaniment / beat. Follow a conductor, in time.	Play a melody on tuned percussion. Understand and use notes of a different pitch.	Show durations with actions: walk (crotchet) jogging (quavers)	Chant and play rhythms using walk / jogging and stick notation.		Learn a simple rhythm pattern and perform with varying volume.		
Listen & Appraise	Recognise and respond to changes of tempo using movement and vocabulary. Listen and match a beat.	Recognise and respond to changes of pitch using movement and vocabulary.	Listen and move, stepping a variety of rhythm patterns.		Listen to music from Poland and begin to understand how music helps share tradition and culture.		Identify different qualities of sound (smooth, scratchy) and how they are made.	

Cumulative End Goals

Year 3: **Play Percussion* instrumental tuition units with greater emphasis on ‘Sing and Play’ strand.

	Tempo	Pitch	Duration	Notation	Structure	Dynamics	Timbre	Texture
Improvise & Compose	Explore syncopated rhythm through body percussion and percussion.	Explore melody improvisation using the C major scale.		Compose sound pictures relating to water.	Explore the call-and-response form and introduce tuned percussion ensemble playing.		Explore phrasing and colour in music.	Explore phrasing and colour in music.
Sing & Play	Play the triangle, tambourine, and clave rhythms over a steady beat.	Play a simple melody in C major. Play key notes in a chord sequence (C-G7-G7-C). Xylophone playing skills – scales and arpeggios, moving in thirds. Practise playing notes in the major scale (C) and minor scale (D).	Play two-note and broken chord shapes in calypso rhythm (C and G7).	Read notes on a staff.	Participate in a structured ensemble performance. Ensemble untuned and tuned percussion playing using ostinatos.	Present an ensemble performance with awareness of dynamics.		
Listen & Appraise					Explore the call-and-response form.		Explore phrasing and colour in music.	Explore phrasing and colour in music.

Year 4

	Tempo	Pitch	Duration	Notation	Structure	Dynamics	Timbre	Texture
Improvise & Compose	Compose a fanfare using repeated rhythms.	Compose a fanfare using a short set of notes. Compose a pentatonic melody.	Create short sounds inspired by colours and shapes.	Create and follow a notated score.	Fit two musical patterns together. Structure musical ideas to create compositions.		Compose atmospheric music for a scene, with a given set of instruments.	Layer up a range of different rhythms.
Sing & Play	Play a rhythmic ostinato. Count musically.	Play a bass part. Learn a part on tuned percussion to play in a group performance.	Sing swung rhythms accurately.	Use notation to represent musical ideas (pentatonic scales)		Sing in a gospel style with expression and dynamics.		
Listen & Appraise		Compare musical extracts from different cultures using pentatonic scales.				Recognise and talk about the musical characteristics of a fanfare.	Talk about the effect of a particular instrument on a sound (timbre) Listen and identify differences between acoustic guitar styles.	Listen and understand that groups of instruments can be used to create different textures.

Cumulative End Goals

Year 5

	Tempo	Pitch	Duration	Notation	Structure	Dynamics	Timbre	Texture
Improvise & Compose	Compose drum patterns, basslines, and riffs on a variety of instruments as part of a group.	Create fragments of songs that can be developed into fully-fledged songs.		Notate their ideas to form a simple score to play from.	Work creatively in small groups, learning to share and develop composition ideas. Compose an accompaniment using tuned instruments.	Create a piece in ternary form using a pentatonic scale, and containing an accompaniment and contrasting dynamics.		
Sing & Play	Play bass notes or rhythms to accompany singing sea shanties.	Sing a song in two parts with expression and an understanding of its origins. Sing/chant a part within a kecak performance.	Play a drone and chords to accompany singing.	Listen and match vocal and instrumental sounds to each other, and to notation.				Sing in a four-part round accompanied with a pitched ostinato.
Listen & Appraise	Demonstrate an understanding of the history of Argentine tango.	Demonstrate an understanding of the history of Argentine tango.			Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Listen and appraise, identifying the structure of songs and <u>analysing</u> them to appreciate the role of metaphor.		Recognise that music can describe feelings and tell a story (responding to timbre of instruments)	

Year 6

	Tempo	Pitch	Duration	Notation	Structure	Dynamics	Timbre	Texture
Improvise & Compose	Compose a syncopated melody using the notes of the C major scale. Fit lyrics to a pulse, creating a chant.	Compose an 8-bar piece using percussion, in 3-time and using chords F major and C major.	Compose an 8-bar piece using percussion, in 3-time.		Structure their ideas into a complete song.			
Sing & Play	Sing a syncopated melody accurately and in tune. <i>Perform songs with accompanying dance moves, in time and with a clear sense of pulse (summer show).</i>	<i>Perform accurately pitched ensemble songs with expression and awareness of the audience (summer show)</i>		Decipher a graphic score.	Learn some simple choreography to accompany a disco song.	<i>Perform ensemble songs using varying dynamics to match emotions (summer show)</i>	Sing a round accurately and in a <i>legato</i> style.	
Listen & Appraise	Listen to historical recordings of big band swing and describe features of the music using music vocabulary.				Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.			Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).

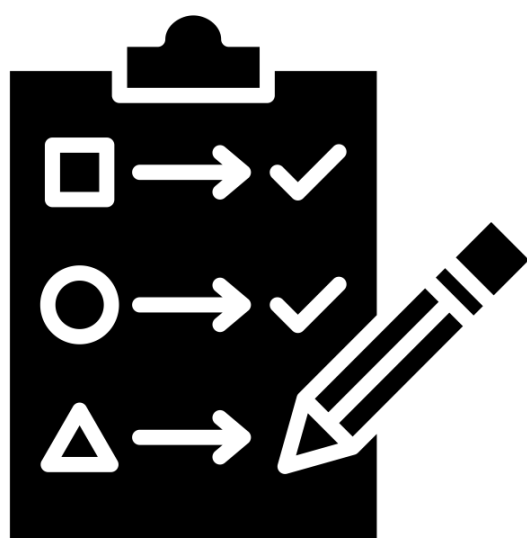
Assessment in Music

Formative and summative assessment is used across all classes to monitor progress, inform teaching and support dialogue with children, teachers and parents around particular areas of strength and areas for development.

Informal, continuous summative assessment informs teacher dialogue with pupils each lesson, as groups of children and individual pupils are given in the moment feedback on points of development that they need to focus on to ensure progress within the lesson. For example: Can they practice the verse of a song so that the melody is as clear and well pitched as the chorus? Can they repeat their ostinato so that it doesn't speed up and sticks to a steady beat?

To track progression across the year in KS1 and KS2, there are three summative assessment points for each year group in the form of 'assessment snapshots'. One song for each year group is introduced in week three of Term 1 and is revisited and developed in Term 2 and again in Term 3. Each termly snapshot is captured as a whole class video recording which includes every child. The progression snapshot videos provide evidence to reinforce teacher impressions of how children are achieving in line with year group end goals as they progress through the year group. This assessment knowledge feeds back into lessons, so that teaching can be adapted to support those students needing further development and extend pupils who may need further challenge. Over time, the snapshots will also provide evidence of pupil progression as children move up through the school.

A simple progression tracker for each class is completed at the end of each term using judgements based on the progression snapshots. The progression trackers are used as a reference point for teachers when reporting to parents at different points in the year and particularly when writing end of year reports.



How do we adapt our music curriculum to include all learners?

It is our expectation that all pupils participate fully in music lessons. A small number of pupils may be working towards adapted end points for music. Details of the provision for these pupils can be found in their individual learning plan.

Early Foundations in Music

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Using voices	<ul style="list-style-type: none">Explore their voices and enjoy making sounds.Join in with songs and rhymes, making some sounds.Enjoy and take part in action songs, such as <i>Twinkle, Twinkle Little Star</i>.	<ul style="list-style-type: none">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 to self and makes up simple songs.	<ul style="list-style-type: none">Recall an increasing repertoire of familiar songs.Sing in a group or on their own, increasingly matching the pitch and following the melody.Create songs of their own to match their imaginative play (often sung to a known tune).
Essential vocabulary	voice, song, sing, sound, action	up, down, shape (of song), tune, match	pitch, melody, in tune, solo, compose

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Playing instruments	<ul style="list-style-type: none">Make rhythmical and repetitive sounds.Explore a range of sound makers and instruments and play them in different ways.Explore loud and quiet.	<ul style="list-style-type: none">Play instruments with increasing control to express their feelings and ideas.Play instruments softly / loudly and quietly.Use accurate names for simple instruments, e.g. drum, tambourine, bells.	<ul style="list-style-type: none">Accompany songs with simple instruments, keeping a steady beat.Name an increasing number of instruments, describing the sounds they make and what they might be used for.
Essential vocabulary	loud, quiet, bang, tap, shake	softly, beater, stick, blow, speed	beat, rhythm, in time, volume, tempo

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Listening with concentration	<ul style="list-style-type: none">Show interest in playing with and joining in with sounds, songs and rhymes.Pay attention to sounds and music.	<ul style="list-style-type: none">Join in with repeated refrains and anticipate key events and phrases in rhymes, songs and stories.Begin to show interest in others’ performances.	<ul style="list-style-type: none">Listen with concentration to stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking.Listen to others, e.g. when singing a short song / sharing opinions about music and performance.
Essential vocabulary	sound, music, listen, hear (and simple words to describe sounds: bang, tap, shake, loud, quiet)	repeat, join in, together, phrase	perform, action songs, rhythm, respond, opinion

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Experimenting with sounds	<ul style="list-style-type: none">Make rhythmical and repetitive sounds.Experiment with voice sounds.Explore the sounds things make in their environment, e.g. twigs on railings.	<ul style="list-style-type: none">Experiment with different parts of their bodies and different parts of instruments to make different sounds.Create sounds both on their own and with others linked to a specific stimulus.	<ul style="list-style-type: none">Choose particular instruments / body parts and sounds for their own imaginative purposes.Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds.Tap out simple repeated rhythms.
Essential vocabulary	shake, tap, ring, bang, explore	body parts, instruments, create, experiment	repeated rhythm, share, group, solo, explain

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Response, discussion and evaluation	<ul style="list-style-type: none">Begin to describe sounds and music imaginatively, e.g. scary music.Respond emotionally and physically to music when it changes, using their bodies and facial expressions.	<ul style="list-style-type: none">Respond to what they have heard, expressing their thoughts and feelings with increasingly accurate vocabulary, e.g. ‘That was a very loud instrument.’Express preferences about different types of music / performance.Experiment and create movement in response to music, stories and ideas.	<ul style="list-style-type: none">Watch and talk about dance and performance art, expressing their feelings and responses.Respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs ...Listen attentively, move to and talk about music, expressing their feelings and responses.
Essential vocabulary	loud, quiet, scary, happy, fast, slow	soft, dislike, create, type, feelings	respond, performance, emotions, discuss, evaluate

Early Foundations in Music

Area of Learning and Development: Expressive arts and design				NATIONAL CURRICULUM
EDUCATIONAL PROGRAMME EYFS Framework	LANGUAGE children will encounter	OPPORTUNITIES + EXPERIENCES specific teaching	OPPORTUNITIES + EXPERIENCES continuous provision	Builds knowledge and understanding so pupils access Y1
	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			use their voices expressively and creatively by singing songs and speaking chants and rhymes
<p>Early Learning Goals: Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p><u>Nursery</u> Sound, music, listen, tap, shake, Loud, quiet, repeat, feeling, like, dislike, happy, scary, instrument, create, fast, slow.</p> <p><u>Reception</u> Beat, rhythm, pattern, tempo, pitch, high, low, dynamics, loud, soft, action, perform, respond, group, solo, discuss, explain, untuned percussion, tuned percussion.</p>	<p><u>Nursery</u> <i>Children will learn to:</i> Sing the shape of a tune (singing at the correct pitch)</p> <p>Copy actions</p> <p>Create an action to go with words of a song</p> <p>Show how music makes them feel through movement.</p> <p>Play untuned percussion instruments in time to a pulse</p> <p>Create a simple rhythm pattern with bodies and voices (animal sounds)</p> <p>Play a simple rhythm pattern on untuned percussion instruments</p> <p>Say how a sound makes them feel</p> <p>Play untuned percussion instruments, showing awareness of dynamics: loud / quiet; and tempo: fast/slow</p> <p>Identify some instruments</p> <p>Combine singing and playing an untuned percussion instrument.</p> <p><u>Reception</u> <i>Children will learn to:</i></p> <p>Make sounds with their voices and percussion instruments to create different moods.</p> <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Make up a simple accompaniment using percussion instruments.</p> <p>Match the pitch of a four-note (la-so-mi-do) call-and-response song.</p> <p>Play a steady beat on percussion instruments.</p> <p>Sing an action song with changes in speed.</p> <p>Play a rising and falling melody on tuned percussion.</p> <p>Play an accompaniment using tuned and untuned percussion</p> <p>Play different instruments with control.</p> <p>Improvise music with different instruments, following a conductor.</p> <p>Compose a three-beat body percussion pattern and perform it to a steady beat.</p> <p>Sing a song while performing a sequence of dance steps.</p>	<p>Singing and Songs: Daily singing sessions, including hello and goodbye songs. Nursery rhymes and familiar songs that promote language development.</p> <p>Continuous provision- Musical Instruments:</p> <p>Providing ample opportunities for children to explore and play with musical instruments and props freely.</p> <p>Using age-appropriate and safe materials to create their own instruments and experimenting with sound.</p> <p>Opportunities for children to experiment with creating their own rhythms and melodies. Encouraging children to use their voices, movement, and instruments in creative ways.</p> <p>Outdoor Music Play: Utilising the outdoor environment for musical exploration, music with natural materials and objects like sticks, stones, or leaves.</p> <p>Musical Wall: Outdoor musical wall with wall-mounted instruments (pots and pans) for children to explore and create music independently or collaboratively.</p> <p>Seasonal and Theme-Based Songs: Introducing songs related to seasons, holidays, and themes to connect music with real-life experiences.</p>	<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p>