

Curriculum progression

Expressive Art and Design/ Music

Year Group	Statutory Document	Supporting Materials	Objectives Key skills / knowledge (INTENT)	Key supporting activities (IMPLEMENTATION)	
Sunbeams	Early Years Foundation Stage Curriculum	Development Matters	Join in with songs and rhymes, making some sounds. Explore a range of sound-makers and instruments and play them in different ways. *Links – Communication and Language, Physical Development, Literacy.	Song time Song Bag BBC Nursery rhymes Indoor Provision Outdoor musical instruments	
Nursery			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. Links – C and L, Physical Development, Personal, Social and Emotional	Opportunities in the continuous provision indoors and outdoors Adult led song time Phase 1 phonics activities Daily singing and movement to music in Healthy Movers Listening to music in Funky Fingers Boogie Beebies/Go Noodle/Danny Go Tapping rhythms Looking at music from other countries (Africa) and cultures Composing own music	
Reception			Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Links to C and L. ELG 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.	Continuous provision – Inside and outside Adult led instrument sessions of percussion instruments Daily singing and movement to music Composing own music	
Year 1	National Curriculum 2014	Oak academy Units (dip in and adapt lessons as appropriate)	Pupils should be taught to: Mu1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/ 1.2 Play tuned and untuned instruments musically Mu1/1.3 Listen with concentration and understanding to a range of high quality live and recorded music Mu1/ 1.4 Experiment with, create and combine sounds using the interrelated dimensions of music	To use my voice to speak, sing and chant To use instruments to perform To clap short rhythmic patterns To make sounds with my voice and with instruments To repeat short rhythmic and melodic patterns To make a sequence of sounds To respond to different moods in music To say whether I like or dislike a piece of music To follow instructions about when to play and sing	Autumn 1 Pulse Autumn 2 Performance – Christmas play Spring 1 Timbre Spring 2 Rhythm Summer 1 Pitch Summer 2 Cultural Djembe drums
Year 2			To make sounds with my voice and with instruments To repeat short rhythmic and melodic patterns To make a sequence of sounds To respond to different moods in music To say whether I like or dislike a piece of music To follow instructions about when to play and sing To sing and follow a melody To perform simple patterns and accompaniments keeping a steady pulse To play simple rhythmic patterns on a instrument To sing or clap increasing and decreasing tempo To order sounds to create a beginning, middle and an end To choose sounds which create an effect To use symbols to represent sounds To make connections between notations and musical sounds	Autumn 1 Pulse & Metre Autumn 2 Performance – Christmas Play Spring 1 Tempo, Dynamics & Timbre Spring 2 Making Music (Computing) Summer 1 Rhythm Summer 2 Cultural Djembe drums	

Grasslot School

				To listen out for particular things when listening to music To improve my own work	
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