



Westlands Music Curriculum Progression 2019 – 2020



EYFS Music Progression.						
0-11 Months	8-20 Months	16-26 Months	22-36 Months	30-50 Months	40-60 Months/ ELG	Characteristics of Effective Learning Links
Explore with objects around them.	Explores and experiments with a range of media. Move their whole bodies to sounds they enjoy such as music and a regular beat.	Begins to move to music, listen to or join in rhymes and songs. Beginning to copy actions to songs.	Joins in singing favourite songs. Shows an interest in the way musical instruments sound. Creates sounds by banging, shaking, tapping and blowing.	Sings a few familiar songs. Beginning to move rhythmically. Taps out simple repeated rhymes. To sing to self and make up simple songs. Imitates movements in response to music. Explores and learns how sounds can be changed.	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Sing songs, make music and dance and experiment with ways of changing them. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Having your own ideas Finding out and exploring Being confident and willing to have a go

	KS1		KS2	
	Year 1	Year 2	Year 3	Year 4
Rehearse, Play and Perform	<p>Use voice expressively</p> <ul style="list-style-type: none"> singing songs, speaking chants and rhymes with growing confidence Work and perform as a group Learn to follow a conductor <p>Play tuned and un-tuned instruments</p> <ul style="list-style-type: none"> Recognise different instruments Listen to, copy and repeat a simple rhythm/melody Play an instrument with care and attention 	<p>Use of voice expressively</p> <ul style="list-style-type: none"> Perform chants, rhythms, raps and songs Sing in two parts Practice, rehearse, perform with awareness of audience Sing songs, understanding how to warm up the voice and use good posture <p>Play tuned and un-tuned instruments</p> <ul style="list-style-type: none"> Improvise a simple rhythm including voice Use tuned/untuned percussion to play accompaniments and tunes Use percussion to compose and improvise Play in a group with a variety of instruments and play different parts Play with correct technique 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments Sing songs from memory with accurate pitch Sing/play solo or as part of an ensemble group with confidence and precision Confidently recognise a range of instruments Play and perform in solo or ensemble group with confidence <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Develop understanding of formal, written notation including minims and quavers <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Copy increasingly challenging rhythms using body percussion and untuned instruments Find the pulse within context of different songs/music with ease 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p> <ul style="list-style-type: none"> Sing songs in multiple parts with increasing confidence, accuracy, fluency, control and expression – pronouncing the words <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Develop understanding of formal, written notation inc crotchets and rests e.g. pitch, dynamics, timbre, texture, duration, structure and rhythm e.g. graphic score Play notes so they are clear <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> rehearsing; call & response, repeating back melody & rhythm
Improvise and Compose	<p>Experiment with, create, select and combine sounds</p> <ul style="list-style-type: none"> Begin to understand how rhythm is long and short sounds happening over the pulse/beat Understand pitch is high and low sounds Understand temp is how fast/slow 	<p>Experiment with, create, select and combine sounds</p> <ul style="list-style-type: none"> Improvise a simple rhythm including voice Use percussion to compose and improvise Understand how texture describes the layers within music 	<p>Improvise and compose music for a range of purposes& inter-related dimensions of music</p> <ul style="list-style-type: none"> Understand composition is writing down and recording a musical idea Include compositions with dimensions e.g. pitch, dynamics, 	<p>Improvise and compose music for a range of purposes& inter-related dimensions of music</p> <ul style="list-style-type: none"> Include compositions with dimensions e.g. pitch, dynamics, timbre, texture, duration, structure and rhythm



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	<ul style="list-style-type: none"> • Understand dynamics are loud/quiet • Choose sounds to represent different things e.g. feelings 	<ul style="list-style-type: none"> • Understand structure describes how different sections of music are ordered • Develop understanding of melody, words and their importance • Represent sounds with symbols 	<p>timbre, texture, duration, structure and rhythm</p>	<ul style="list-style-type: none"> • compose songs with several layers of sound and melodies • recognise/create patterns • carefully choose order
<p>Listen and appraise</p>	<p>Listen with concentration and understanding</p> <ul style="list-style-type: none"> • Listen with sustained concentration • Find the pulse whilst listening and tap • Use the correct language to describe music • Discuss feelings/emotions linked to different pieces 	<p>Listen with concentration and understanding</p> <ul style="list-style-type: none"> • Listen to range of genres live and recorded • Recognise different styles of music • Follow the pulse internally • Develop understanding of the history of music 	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Listen and recall sounds with increasing aural memory <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Understand that music is written in different ways influenced by culture, purpose, tradition, decade/time period . • Children should learn to appreciate music from different backgrounds, genres and composers through the times <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Recognise, explore, understand how music has changed over time 	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Listen to a range of live and recorded music. Comment on identified motifs (a recurring rhythm, theme, pattern), instrumentation, rhythm, pitch, dynamics etc <p>Appreciate, understand and compare a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • Use musical language to appraise a piece or style of music <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Children should be aware how music is for a purpose