



Music in Reception

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>To sing and perform nursery rhymes.</p> <p>To move in time to music.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p>	<p>To perform songs in the Christmas Play.</p> <p>To join in with singing in assemblies.</p> <p>To identify changes in pitch – high / low.</p> <p>To sing familiar songs.</p> <p>To begin to build up a repertoire of songs.</p>	<p>To join in with singing in assemblies.</p> <p>To learn dance routines.</p> <p>To experiment with different instruments and their sounds.</p> <p>To move in time with the pulse.</p> <p>To know that we can move with the pulse to the music.</p>	<p>To join in with singing in assemblies.</p> <p>To create musical patterns using untuned percussion instruments</p> <p>I can keep a steady beat whilst playing an instrument.</p>	<p>To join in with singing in assemblies.</p> <p>I can combine moving, singing and playing instruments.</p> <p>I can copy / create rhythms using instruments and body percussion.</p>	<p>To join in with singing in assemblies.</p> <p>To pitch match i.e. reproduce with my voice, the pitch of a tone, sung by another.</p> <p>To explore and learn how sounds can be changed – loud and quiet.</p> <p>To lead or be led by other children in my music making i.e. being a conductor.</p> <p>To know songs have sections.</p> <p>To perform poems, songs, and stories.</p>

**At the end of the year the children are assessed against the Early Learning Goal:**

**ELG: Being Imaginative and Expressive**

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.





		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	Knowledge	To know a song by heart. To know what the song is about. To know and recognise the sound and names of some of the instruments they use.	To know a song by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know two songs from memory. To know the style of the songs. To choose one song and be able to talk about: ○ Its lyrics: what the song is about ○ Some musical dimensions featured in the song, and where they are used (dynamics, tempo and rhythm) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song	To know two songs from memory and who sang them or wrote them. To know the style of the two songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). ○ The lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song	To know two or three songs from memory, who sang or wrote them and roughly when they were written. To know the style of two songs and to name other songs from the Units in those styles. To choose two or three songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?	To know three songs from memory, who sang or wrote them and when they were written and why. To know the style of the songs and to name other songs from the Units in those styles. To choose three other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch, and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of one of the songs. What else was going on at this time, musically and historically?
	Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
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### MUSIC Progression Map

Singing	Knowledge	To sing or rap songs from memory and sing them in unison.	To know and sing two songs from memory. To know: -that unison is everyone singing at the same time. -songs include other ways of using the voice e.g. rapping (spoken word).	To know and sing at least two songs with the music. To know and be able to talk about: -singing in a group can be called a choir. -leader or conductor = A person who the choir or group follow -songs can make you feel different things e.g. happy, energetic or sad -singing as part of an ensemble or large group is fun, but that you must listen to each other.	To know and sing two or three songs confidently, with the music. To know and be able to talk about: -singing in a group can be called a choir. -leader or conductor = A person who the choir or group follow. -songs can make you feel different things e.g. happy, energetic or sad. -singing as part of an ensemble or large group is fun, but that you must listen to each other. -texture: How a solo singer makes a thinner texture than a large group  To know why you must warm up your voice.	To know and sing three songs and their parts, and to sing them with a strong internal pulse.  To choose a song and be able to talk about: -its main features. -singing in unison, the solo, lead vocal, backing vocals or rapping -to know what the song is about and the meaning of the lyrics  To know and explain the importance of warming up your voice	To know and confidently sing four songs and their parts, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about: -its main features. -singing in unison, the solo, lead vocal, backing vocals or rapping -what the song is about and the meaning of the lyrics  To know and explain the importance of warming up your voice
	Skills	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To sing with a smaller group not just whole class. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing. To sing an ostinato or the tune. (With Mr Leigh)	To sing in unison and to sing backing vocals. To enjoy exploring singing solo or with a partner/small group. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing/paired (duet)/small group. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo or with a partner/small group. To listen to others when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo/paired (duet)/small group singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
Composition	Knowledge	Composing is like writing a story with music. (Introduced to the word. May not remember it.) Everyone can compose.	Composing is like writing a story with music. (Use the word in lessons. May not remember it.) Everyone can compose.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names or symbols etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics and texture. Notation: recognise the connection between sound and symbol/note name.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol/note name.
	Skills	Help to create a simple melody using one, two or three notes. Start to learn how the notes of the composition can be written down and changed if necessary.	Help create simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. (Can be done using an informal method eg symbols.)	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm and pitch. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Record compositions electronically.



### MUSIC Progression Map

Playing	Knowledge	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. To know the name of an ocarina.	To know and be able to talk about the tuned instruments used in class (glockenspiels).	To know and be able to talk about: -the instruments used in class (glockenspiel, trumpet and trombone). -other instruments they might play or that might be played in a band, orchestra or by their friends.	To know and be able to talk about: -different ways of writing music down, e.g. staff notation (notes) or symbols -the notes C, D, E, F and G on the glockenspiel. -the instruments they might play or that might be played in a band, orchestra or by their friends.	To know and be able to talk about: -different ways of writing music down - e.g. staff notation (notes) or symbols -the notes C, D, E, F, G, A, B on the glockenspiel. -the instruments they might play or that might be played in a band, orchestra or by their friends.
	Skills	Treat instruments carefully and with respect. Listen to and follow musical instructions from a leader.  Summer Term Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part or a simple part).	Treat instruments carefully and with respect. Listen to and follow musical instructions from a leader.  Summer Term Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect.  Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Improvisation	Knowledge	You can make up your own tunes on the spot. It is not written down. Everyone can make their own music! (May not know the word 'improvise but are introduced to it.)	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. (May not remember the word 'improvise' but it will be used in lessons.)	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs (short, repeated musical patterns) you have heard in the Challenges in your improvisations.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs (short, repeated musical patterns) you have heard in the Challenges in your improvisations.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. To know a well-known improvising musician e.g. Bach, Handel, Mozart.



### MUSIC Progression Map

		Skills					
		<p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Improvise using your voice - listen and sing back, then improvise.</li> </ol> <p>Summer term:</p> <ol style="list-style-type: none"> <li>2. Improvise using 1 or 2 notes.</li> </ol>	<p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Improvise using your voice - listen and sing back, then improvise.</li> <li>3. Improvise! - Take it in turns to improvise using one or two notes.</li> </ol>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> <li>○ Copy Back - Listen and sing back ○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! - Take it in turns to improvise using one note.</li> </ul> <p>Silver Challenge:</p> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> <p>Gold Challenge:</p> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> <li>○ Copy Back - Listen and sing back melodic patterns</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! - Take it in turns to improvise using one note.</li> </ul> <p>Silver Challenge:</p> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> <p>Gold Challenge:</p> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>○ Improvise! - Take it in turns to improvise using up to three different notes. (Opportunities to improvise on brass instruments too.)</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>○ Bronze - Copy back using instruments. Use one note.</li> <li>○ Silver - Copy back using instruments. Use the two notes.</li> <li>○ Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ Bronze - Improvise using one note.</li> <li>○ Silver - Improvise using two notes.</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> <li>○ Bronze - Copy back using instruments. Use one note.</li> <li>○ Silver - Copy back using instruments. Use the two notes.</li> <li>○ Gold - Copy back using instruments. Use the three notes.</li> </ul> <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ Bronze - Improvise using one note.</li> <li>○ Silver - Improvise using two notes.</li> </ul>
		A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends	To know and be able to talk about: Performing is sharing music with other people, an audience. It can be to one person or to each other. You need to practice first. You must sing or rap the words clearly and play with confidence.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including people you don't know.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know.	To know and be able to talk about: Performing is sharing music with an audience. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. A performance can be recorded or live.
		Perform a song from the scheme and record it. They can add their ideas to the performance. Say how they felt about it. Sing in the Christmas performance.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. Sing in the Christmas performance.	Learn a song to perform. Communicate the meaning of the words and clearly articulate them. Record the performance and say how they were feeling, what they were pleased with what they would change and why. Sing in the Christmas performance.	Present a musical performance designed to capture the audience. (Brass concert) Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why. Sing in the Christmas performance.	Communicate the meaning of the words and clearly articulate them. Record the performance and compare it to a previous performance. Discuss and talk musically about it - "What went well?" and "It would have been even better if...?" Sing in the Christmas performance.	Communicate the meaning of the words and clearly articulate them. Record the performance and compare it to a previous performance. Discuss and talk musically about it - "What went well?" and "It would have been even better if...?" Sing in the Christmas performance.

