

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
Expressive Arts and Design	<p>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. EYFS Statutory Educational Programme</p>					
<p><b>Creating with Materials</b></p> <p><b>Being Imaginative &amp; Expressive</b></p> <p>Children will have free access to wide variety of creative opportunities; painting, model making, collage, cutting, threading, music, dance, role play &amp; small world</p>	<p>Explore the different sounds of instruments</p> <p>Listen with developing attention to familiar sounds.</p>	<p>Explore the different sounds of instruments with increasing rhythm</p> <p>Remember and sing songs. (Nativity/Wake up shake up</p>	<p>Listen with increased attention to sounds instruments make</p>	<p>Listen and respond to how music makes them feel.</p>	<p>Accurately match environmental sounds to pictures.</p> <p>Play instruments with increasing control to express to express their feelings and ideas</p>	<p>Accurately match instrumental sounds to familiar percussion instruments.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes</p>



Possible linked books	Tap! Tap! Guess the Toy	Toot! Toot! Guess the instrument	Lost and Found What's that sound?	Who's That Singing?	Peace at Last	Be Quiet Mike!
-----------------------	-------------------------	----------------------------------	-----------------------------------	---------------------	---------------	----------------

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Expressive Arts and Design	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. EYFS Statutory Educational Programme					
Being Imaginative & Expressive Children will have free access to wide variety of imaginative resources, role play, small world, music stations,	CHARANGA—ME Clap or tap to the pulse of songs or music. Copy, memorise and perform a repertoire of simple hand-action	CHARANGA—My Stories Sing call and response songs Echo back phrases of songs Perform a small repertoire of short	CHARANGA—Everyone Imitate rhythmic patterns with tapping instruments Move body to beat and rhythm in	CHARANGA—Our World Retell episodes from a known story with dialogue using small world figures or puppets Speak and act in role,	CHARANGA—Big Bear Funk Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with percussion. Discuss the pitch contrasts	CHARANGA—Reflect, Rewind and Replay Create own dances performing solo or in a group

dance, songs, rhymes and poetry.	songs. Enact domestic routines and brief family narratives using props.	repetitive songs. (Nativity) Dance with large arm movements using props - ribbon and fabric (Bollywood dances) Use small world props to support story telling	songs Copy dances with props (Lion Dance) Retell episodes from a known story in role or small world play.	demonstrating recall of the jobs of key members of the community.	in tuned percussion Create own music performing solo or in a group. Retell episodes from a known story with dialogue using small world figures or puppets	
<b>Possible linked texts</b> Oti's Boogie Beebies, Andy's Wild Workouts, Jump Start Jonny	Rum Pum Pum	Old Macdonald had a Truck	Giraffe's Can't Dance	Tabby McTat	The Happy Hedgehog Band	Little Melba and Her Big Trombone

**Progression Map 2020/2021 Subject: Music Subject Lead: Miss L Banks**

**Aims**

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Breadth</b>	1	Charanga Units 'Hey You'	Charanga Units 'The Banana Rap' Local Songs	Charanga Units 'In the groove'.	Charanga Units 'Round and round'.	Charanga Units 'Your imagination'.	Compositional work
<b>Knowledge</b>		Take part in singing, accurately following the melody. Clap rhythms Identify the beat of a tune. Recognise changes in timbre, dynamics and	Follow instructions on how/when to play an instrument or sing. Take part in singing, accurately following the melody. Clap rhythms. Create a sequence of long	Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Choose sounds to	Take part in singing, accurately following the melody. Sequence sounds to create an overall effect. Use symbols to represent a	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short,	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short, rhythmic



		pitch.	and short sounds. Recognise changes in timbre, dynamics and pitch.	create an effect. Recognise changes in timbre, dynamics and pitch.	composition and help with a performance. Create short, rhythmical patterns. Recognise changes in timbre, dynamics and pitch.	rhythmic phrases. Recognise changes in timbre, dynamics and pitch.	phrases. Recognise changes in timbre, dynamics and pitch.
--	--	--------	---	---	--	---	--

\*Pupils must be given the opportunity to develop compositional skills throughout the year using musical instruments available. Following a beat/rhythm and performing as a group a simple composition. (GarageBand)

\*Listening Logs to be completed weekly using a wide range of music to describe musical elements (tempo, dynamics, timbre, texture, sense of occasion, pitch etc) and express personal preferences.

#### Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Breadth</b>	2	Charanga Unit: Hands, Feet, Heart	Charanga Unit: Ho, Ho, Ho	Charanga Unit: I Wanna play in a band	Charanga Unit: Zootime	Charanga Unit: Friendship Song	Compositional Work
<b>Knowledge</b>		Take part in singing, accurately following the melody. Clap rhythms Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.	Follow instructions on how/when to play an instrument or sing. Take part in singing, accurately following the melody. Clap rhythms. Create a sequence of long and short sounds. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Choose sounds to create an effect. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Sequence sounds to create an overall effect. Use symbols to represent a composition and help with a performance. Create short, rhythmical patterns.	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short, rhythmic phrases. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short, rhythmic phrases. Recognise changes in timbre, dynamics and pitch.

					Recognise changes in timbre, dynamics and pitch.		
--	--	--	--	--	--	--	--

\*Pupils must be given the opportunity to develop compositional skills throughout the year using musical instruments available. Following a beat/rhythm and performing as a group a simple composition. (GarageBand)

\*Listening Logs to be completed weekly using a wide range of music to describe musical elements (tempo, dynamics, timbre, texture, sense of occasion, pitch etc) and express personal preferences.

- Aims**
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
  - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
  - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Breadth</b>	3	Samba- Tuition	Samba- Tuition	Charanga Unit 'Glockenspiel 1'.	Singing Charanga Unit 'Three Little Birds'.	Recorders Charanga Unit 'Bringing Us together'.	Body Percussion Compositional work
<b>Knowledge</b>		Play beats on a range of instruments with care so they are clear. Perform with care and an awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling.	Play beats on a range of instruments with care so they are clear. Perform with care and an awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling.	Play notes on an instrument with care so they are clear. Perform with care and an awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. Sing from memory with accurate pitch. Sing in tune.	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. Create repeated patterns with a range of musical	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create repeated patterns with a range of musical instruments. Create accompaniments for tunes.



		Know how many beats for a minim, crotchet, semi-breve.	Know how many beats for a minim, crotchet, semi-breve.	their effect on mood/feeling. Know how many beats for a minim, crotchet, semi-breve. Recognise notes EGBDF and FACE of the musical stave.	Maintain a simple part within a group. Pronounce words within a song clearly. Perform with control and awareness of others and own voice. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling.	instruments. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve. Recognise notes EGBDF and FACE of the musical stave.	Know how many beats for a minim, crotchet, semi-breve. Use digital technologies to compose pieces of music.
--	--	--	--	---	--	--	--

\*Pupils must be given the opportunity to develop **compositional skills** throughout the year using musical instruments available. Following a beat/rhythm and performing as a group a simple composition. (GarageBand)

\*Listening Logs to be completed weekly using a **wide range** of music to describe musical elements (tempo, dynamics, timbre, texture, sense of occasion, pitch etc) and express personal preferences.

#### Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Breadth</b>	<b>4</b>	Charanga Unit 'Glockenspiel 2'.	Singing Charanga Unit 'Mamma Mia'.	Samba tuition	Singing Charanga Unit 'Stop'.	Singing Charanga Unit 'Lean on Me'.	Body Percussion Compositional work.

<b>Knowledge</b>		Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve. Sing from memory with accurate pitch. Perform with care and an awareness of others. Recognise the notes EGBDF and FACE of the musical stave.	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling.	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Know how many beats for a minim, crotchet, semi-breve. Maintain a simple part in a group. Perform with care and an awareness of others. Create repeated patterns with a range of musical instruments. Play beats on a range of instruments with care so they are clear.	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling.	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling.	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create repeated patterns with a range of musical instruments. Know how many beats for a minim, crotchet, semi-breve. Maintain a simple part in a group. Perform with care and an awareness of others. Use digital technologies to compose pieces of music.
------------------	--	---	---	--	---	---	---

\*Pupils must be given the opportunity to develop **compositional skills** throughout the year using musical instruments available. Following a beat/rhythm and performing as a group a simple composition. (GarageBand)

\*Listening Logs to be completed weekly using a **wide range** of music to describe musical elements (tempo, dynamics, timbre, texture, sense of occasion, pitch etc) and express personal preferences.

**Aims**

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Breadth</b>	<b>5</b>	Charanga Units 'Livin' on a Prayer'	Charanga Units 'Classroom Jazz 1'	Charanga Units 'Make you feel my love'	Charanga Units 'The Fresh Prince of Bel Air'	Charanga Units 'Dancin' in the street'	Compositional work
<b>Knowledge</b>		Describe and appraise music	Describe and appraise music	Describe and appraise	Describe and appraise	Describe and appraise	Describe and appraise music



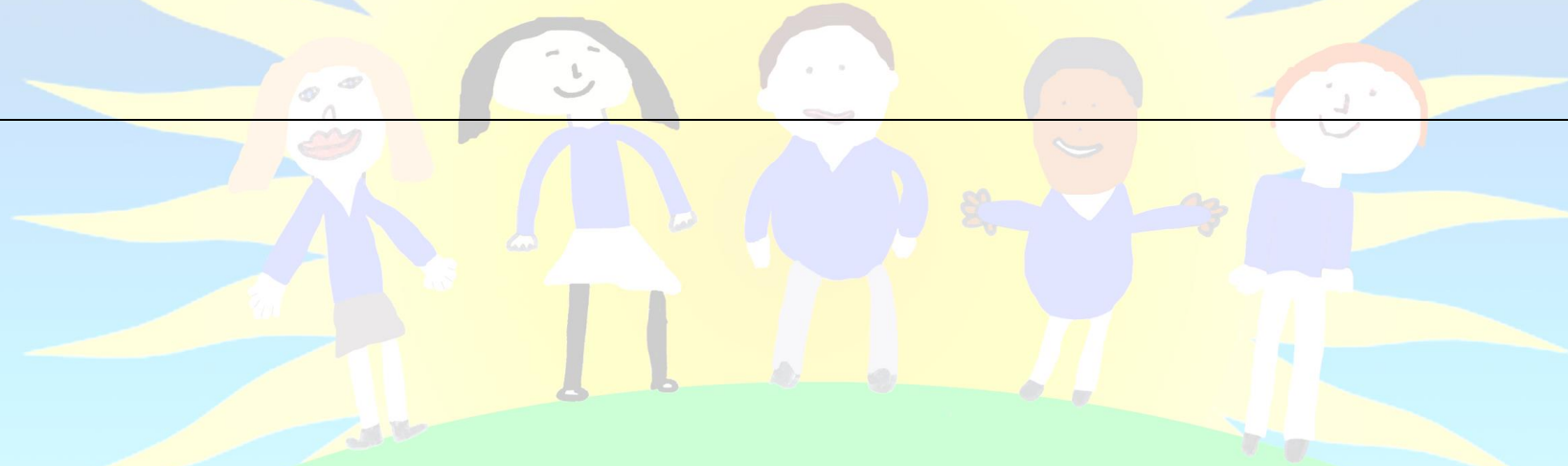




		<p>Describe how lyrics have a cultural context and social meaning.</p> <p>Perform solos or as part of an ensemble with confidence.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Describe how lyrics have a cultural context and social meaning.</p> <p>Perform solos or as part of an ensemble with confidence.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Describe how lyrics have a cultural context and social meaning.</p> <p>Perform solos or as part of an ensemble with confidence.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Describe how lyrics have a cultural context and social meaning.</p> <p>Hold a part in a round.</p> <p>Perform solos or as part of an ensemble with confidence.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Convey the relationship between the lyrics and the melody</p>	<p>Describe how lyrics have a cultural context and social meaning.</p> <p>Hold a part in a round.</p> <p>Thoughtfully select elements for a piece to gain a defined effect.</p> <p>Create songs with verses and a chorus.</p> <p>Convey the relationship between the lyrics and the melody</p>	<p>Describe how lyrics have a cultural context and social meaning.</p> <p>Thoughtfully select elements for a piece to gain a defined effect.</p> <p>Create songs with verses and a chorus.</p> <p>Sing a harmony part confidently and accurately.</p>
--	--	--	--	---	---	--	---

\*Pupils must be given the opportunity to develop **compositional skills** throughout the year using musical instruments available. Following a beat/rhythm and performing as a group a simple composition. (GarageBand)

\*Listening Logs to be completed weekly using a **wide range** of music to describe musical elements (tempo, dynamics, timbre, texture, sense of occasion, pitch etc) and express personal preferences.



Learning together and having fun