Branston C of E Infant Academy

Music Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS *Children are supported to join in with singing, chanting and instrument play daily. Musical enhancements are available in provision to support children with independent and collaborative musical play.	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	Why this and why now?					
	Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1. This term they will sing and dance along to some familiar songs. This will help develop PSED and help with transition, whilst also learning about themselves.	Like Term 1, the unit of work in Term 2 is more flexible allowing for child-led activities based around the focus for learning. Children will also perform their Christmas performance of Mince Pies and Music.	Children will be listening to a range of songs and learning to sing along with nursery rhymes and action songs. They will be improvising and playing classroom instruments, sharing, and performing the learning that has taken place.	Children will develop confidence in performing in front of an audience, something they will continue to do throughout their school journey.	In Term 5, the unit transitions from being focus based to preparing for Year 1, where children learn more about the interrelated dimensions of music. Children will be listening and responding to a different style of music, embedding foundations of the interrelated dimensions of music.	The final unit consolidates the year's learning. Children will be listening and responding to a different style of music, embedding foundations of the interrelated dimensions of music.
	Vocabulary, Key Concepts/Skills *All musical activities embed pulse, rhythm, and pitch, explore voices and classroom instruments.*					
	Learn to sing nursery rhymes and action songs: ○ Pat-a-cake ○ 1, 2, 3, 4, 5, Once I Caught a Fish Alive ○ This Old Man ○ Five Little Ducks ○ Name Song ○ Things For Finger • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs. • Improvising leading to playing classroom instruments. • Share and perform the learning that has taken place.	Learn to sing nursery rhymes and action songs: ○ I'm A Little Teapot ○ The Grand Old Duke of York ○ Ring O' Roses ○ Hickory Dickory Dock ○ Not Too Difficult ○ The ABC Song • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs. • Improvising leading to playing classroom instruments. • Share and perform the learning that has taken place.	Learn to sing nursery rhymes and action songs: ○ Wind The Bobbin Up ○ Rock-a-bye Baby ○ Five Little Monkeys Jumping on The Bed ○ Twinkle Twinkle ○ If You're Happy and You Know It ○ Head, Shoulders, Knees and Toes • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs. • Improvising leading to playing classroom instruments. • Share and perform the learning that has taken place.	Learn to sing nursery rhymes and action songs: ○ Old Macdonald ○ Incy Wincy Spider ○ Baa Baa Black Sheep ○ Row, Row, Row Your Boat ○ The Wheels on The Bus ○ The Hokey Cokey Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.	Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. • Playing instruments within the song • Improvisation using voices and instruments. • Riff-based composition • Share and perform the learning that has taken place	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. • Sing and revisit nursery rhymes and action songs. • Play instruments within the song. • Improvisation using voices and instruments. • Riff-based composition • Share and perform the learning that has taken place

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Year 1	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!
	Why this and why now?					
	It is important for the children to learn about beat in T1 as the beat in music is one of the fundamental aspects of music theory. In EYFS children began to listen out for a beat in music and touched on it when exploring a range of instruments. Children will now find and keep a steady beat together. They will also begin to move in time with a steady beat/pulse. One of the songs in this unit is an adaptation of Heads, Shoulders, Knees and Toes. The children will be familiar with this from EYFS.	In EYFS children explored rhythm through music and dance. They will now copy back simple long and short rhythms with clapping. They will start to know and demonstrate the difference between pulse, rhythm, and pitch. This will help them to create rhythmic patterns in Year 2.	Having learned about beat, rhythm and pitch, children will now explore sounds and create their own melody. They will use their existing knowledge to perform their simple composition/s using two, three, four or five notes. Children will add even more variety to the music performed or created and build their vocabulary of words that describe music.	Children listened to music throughout EYFS, but predominantly in T5 when listening to and talking about a piece of classical music. Children will build on this and now describe their thoughts and feelings when listening to the music, including what they like or dislike about the music. As the children have had lots of experience of listening to music in T1, T2 and T3, they will now be able to talk about any other music they have heard that is similar.	Children will build on their experience of improvisation in EYFS, where they had opportunities to explore a range of instruments. Children will now explore and begin to create personal musical ideas using the given notes for the unit. They will understand that improvisation is about the children making up their own very siple tunes on the spot. Children have the confidence and knowledge to improvise.	In EYFS children had opportunities to perform during Mince Pies and Music and at Harvest Festival, as well as for their termly performance worships. Children will now be able to rehearse a song and perform it to an audience, explaining why the song was chosen. They will be able to add actions and perhaps movement to the song. They will also be able to perform the song from memory.
	Vocabulary, Key Concepts/Skills Musically, children are constantly touching upon all key musical elements and skills, building upon these as they progress through each lesson, unit, and year. As well as this, there is also a Musical Spotlight to each unit. This by no means indicates that there is only one musical aspect or concept being considered and developed – it just allows one chosen musical element, aspect, or skill to come to the fore for contemplation, discussion, and development for the duration of that unit.					
	Every piece of music has a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G	Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A	Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A	Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit? Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A	Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A	Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B

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Year 2	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert!
	Why this and why now?					
	It is important for children to learn about pulse, rhythm, and pitch in music this term. They will recap learning from Year 1 and build on this to understand the difference between creating a rhythm pattern and a pitch pattern. The children will apply this knowledge across the year.	In Year 1 children began to sing together as a group. This year the children will continue to play together as an ensemble. They will now have the ability and experience to talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	This year children will continue to understand that composing is like writing a story with music. Their previous learning about pulse, rhythm and pitch will help them to think particularly about how patterns, dynamics and tempo can help in telling a story. Children will also apply their understanding of feelings and emotions in music (from Year 1 T4) in their storytelling.	Building on skills from Year 1, children will now recognise tempo as well as changes in tempo. They will be able to identify loud and quiet sounds as an introduction to understanding dynamics. Children's musical journey until now has exposed them to a range of orchestral instruments. Children will now be able to recognise some of these instruments from a piece of music.	Children will build on their learning of improvisation from Year 1 Term 5. They will now be able to work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Children have been singing throughout their school journey, so will build on these skills to now use their voices expressively and creatively. They will play tuned and untuned instruments musically and perform confidently to an audience.
	Vocabulary, Key Concepts/Skills Musically, children are constantly touching upon all key musical elements and skills, building upon these as they progress through each lesson, unit, and year. As well as this, there is also a Musical Spotlight to each unit. This by no means indicates that there is only one musical aspect or concept being considered and developed – it just allows one chosen musical element, aspect, or skill to come to the fore for contemplation, discussion, and development for the duration of that unit.					
	Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A	Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra? Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B	Music can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B	When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit? Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B	Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun! Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B	Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B