



The Federation of the Church Schools of Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

Music	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<p>Expressive arts and design Exploring and using media and materials: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Being imaginative: 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</p> <p>Understanding the World Technology: To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p>	<p>Pupils should be taught to: To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>Pupils should be taught to: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>Pupils should be taught to: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music</p>
Skills	<p>Rhythm To tap out simple rhythms To make simple rhythms using a variety of media and materials</p> <p>Vocal To sing to self and make up simple songs To sing simple and familiar songs To build a repertoire of songs and dances</p> <p>Instrumental To explore sounds using a range of medias e.g. musical instruments, body, different surfaces, equipment etc. To explore the different sounds of instruments To use a range of sounds they have explored to express their thoughts and feelings</p> <p>Listening To listen to a range of music To imitate movement in response to music</p>	<p>Rhythm To clap out rhythms that use different durations e.g. long and short beats To chant rhythms that use different durations</p> <p>Vocal To use their voice to change pitch (high and low), duration (short and long) and dynamics (loud and soft) To sing familiar songs, rhymes and chants using expression (dynamics)</p> <p>Instrumental To play untuned instruments (drums, tambourines, maracas, rain sticks, blocks, castanets etc) To play tuned instruments (glockenspiels, xylophones, recorders, keyboards etc) To be able to name instruments I have experienced</p> <p>Listening To listen to a variety of live and recorded music To listen to music and identify when it changes e.g. changes speed, volume sounds sad/happy etc To discuss how a piece of music they have listened to makes them feel and what they think about it</p> <p>Musical Elements</p>	<p>Rhythm To copy a rhythmic phrase To clap the rhythm of a song whilst others tap the pulse To play the rhythmic structure of a song</p> <p>Vocal and Instrumental-Play and Perform To sing or play instruments using the musical elements taught in Key Stage 1 To begin to choose and use different dynamics and tempos when playing To choose the most appropriate way to perform a song and choose an instrumental sound to accompany it. To begin to sing in parts as a round</p> <p>Vocal and Instrumental-Improvise and compose To create rhythmic and musical phrases using a simple structure (ABA) To create an up and down (pitch) tune To compose and improvise rhythmic and melodic phrases that include musical elements taught so far</p> <p>Listening To begin to play simple tunes by ear To recognise and pick out individual key instruments in a simple piece of music To listen to and recall songs from memory</p>	<p>Rhythm To copy and improvise a rhythmic phrase To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music) To play the rhythmic structure of a song whilst others play the rhythm/ pulse</p> <p>Vocal and Instrumental-Play and Perform To sing or play instruments using the musical elements taught as part of an ensemble or as a solo. To choose appropriate dynamics and tempo for the performance of songs and compositions To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it To sing in 2-4 parts in rounds and harmonies</p> <p>Vocal and Instrumental-- Improvise and compose To organise rhythmic and musical phrases into a simple structure (ABAB) To create a tune using 2 or 3 phases that change pitch To compose and improvise rhythmic and melodic cycles that include musical elements taught</p> <p>Listening To play simple tunes by ear</p>

	<p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p> <p>Musical Elements</p> <p>To explore pitch (high and low sounds), duration (short and long sounds) and dynamics (loud and soft sounds) using a range of media, technology and resources</p>	<p>To use pitch, duration and dynamics in own compositions and when singing or playing music.</p> <p>To explore using tempo (fast and slow), texture (when lots or a few instruments play), and timbre (different sounds made by different instruments) in compositions</p>	<p>To identify the phrases of a song</p> <p>To listen to a selection of different pieces of music</p> <p>To listen to and respond to live music</p> <p>Musical Elements and Notation</p> <p>To begin to use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing</p> <p>To begin to recognise how music is written and name the different parts (staff, staves, treble clef and bars)</p> <p>To read and play 4 and 8 beat rhythm notations (crotchets, minims, rests and semibreves)</p> <p>To read and play notes for all of the stave</p> <p>To begin to write the notes on the stave</p> <p>To begin to know the names and symbols for dynamics</p> <p>Music History</p> <p>Identify and discuss influential composers in music history- Mozart, Bach, John Williams, etc</p> <p>Relate music to historical curriculum topics covered where possible</p>	<p>To recognise and pick out key instruments in a piece of music</p> <p>To listen to and recall songs from memory using the appropriate musical elements</p> <p>To identify and analyse the phrase structure of a song</p> <p>To listen to and make comparisons across different genres, composers and musicians</p> <p>To listen to, respond and evaluate live music</p> <p>Musical Elements and Notation</p> <p>To use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing</p> <p>To recognise how music is written and name the different parts (staff, staves, treble clef and bars)</p> <p>To read, play and notate 4 and 8 beat rhythm notations (crotchets, minims, rests, semibreves, quavers and dotted notes)</p> <p>To read and play notes for a simple melodic phrase (to be able to read the music)</p> <p>To write the notes on the stave to create a simple or well-known phrase</p> <p>To know the names and symbols for dynamics and use it when notating music</p> <p>Music History</p> <p>Identify and discuss influential composers in music history- Mozart, Bach, John Williams, etc</p> <p>Relate music to historical curriculum topics covered where possible</p>
Vocabulary	<p>High and low sounds (pitch)</p> <p>Short and long sounds (duration)</p> <p>Loud and soft sounds (dynamics)</p> <p>Fast and Slow music (tempo)</p>	<p>Rhythm</p> <p>Pitch</p> <p>Duration</p> <p>Dynamics</p> <p>Introduce tempo (fast and slow)</p> <p>Introduce texture (amount of instruments playing)</p> <p>Introduce timbre (different sounds made by different instruments)</p> <p>Untuned Instrument names- drums, tambourines, maracas, rain sticks, blocks, castanets etc</p> <p>Tuned Instrument names- glockenspiels, xylophones, recorders, keyboards etc</p> <p>Orchestra</p>	<p>Recap of all key stage 1 vocabulary</p> <p>Structure</p> <p>Timbre</p> <p>Texture</p> <p>Pulse</p> <p>Music notation: staff, staves, treble clef, bars, crotchets, minims, rests and semibreves</p> <p>Names of the notes on the stave</p> <p>Scale</p> <p>Composers</p> <p>Names of musical genres (jazz, swing, baroque, pop, rock, R and B, etc)</p> <p>Conductor</p> <p>Instrument names (including those found in orchestras/bands etc)</p>	<p>Recap of key stage 1 and lower key stage 2 vocabulary.</p> <p>Quavers and dotted notes (dotted minim, dotted crotchet)</p> <p>Names of the notes on, above and below the stave</p>
Resources – Including link to Reading	<p>Instruments</p> <p>Different medias/tools to explore sounds etc</p> <p>Reading nursery rhymes/ songs etc</p>	<p>Instruments</p> <p>Recordings of music</p> <p>Videos of live music</p> <p>Experiences/trips to see people/ orchestras playing live</p> <p>Reading song words</p>	<p>Instruments</p> <p>Recordings of music</p> <p>Videos of live music</p> <p>Experiences/trips to see people/ orchestras playing live</p> <p>Music paper</p> <p>Reading song words</p>	<p>Instruments</p> <p>Recordings of music</p> <p>Videos of live music</p> <p>Experiences/trips to see people/ orchestras playing live</p> <p>Music paper</p> <p>Reading song words</p>