

National Curriculum Coverage

Music



Early Years Foundation Stage

EYFS Unit of work	Christleton Primary School Progression Document that has come from Development Matters and Check Points tracking.	Early Years Outcomes Specific Areas Development Matters 2021 ELG
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Play a range of percussion instruments and use them to compose their own music. • Sings a range of familiar songs. • Explore movement to music e.g., Luna New Year. 	Children at the expected level of development will: <ul style="list-style-type: none"> • 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

National Curriculum Objective	Where My Feet Take Me	At the Zoo	Going on a journey	Up in Flames	United Kingdom	Great Explorers.
<p>Listen with concentration and understanding to a range of high -quality live and recorded music</p> <ul style="list-style-type: none"> To talk about the songs To recognise the sound and names of instruments used To know that music has a steady pulse, like a heartbeat To create rhythms from words To move to music 						
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> To sing songs confidently To sing at different pitches To make different sounds with voices To start and stop singing when following a leader 						
<p>Play tuned and un-tuned instruments musically</p> <ul style="list-style-type: none"> To learn the names of notes in their instrumental part To learn the names of the instruments they play To treat instruments with respect. To play a tuned instrumental part To follow musical instructions from leader 						
<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> To clap and improvise To sing, play and improvise To learn how the notes of a composition can be written down and changed To express how they felt about a performance To perform a song 						

Lower Key Stage 2

National Curriculum Objective	Hidden Depths	A Wave of Change	Voyage of Discovery	Exploring an ancient society	Developing an Empire	Discovering Deva
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> • To learn songs and know who sang them or wrote them. • To recognise the style of songs learned • To talk about the features and meaning of a song • To confidently identify and move to the pulse. • To talk about how a song makes them feel. 						
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • To know that singing in a group can be called a choir and has a conductor • To explore how songs evoke different feelings • To understand the importance of listening to others when singing together • To know why you must warm up your voice • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To sing with awareness of being 'in tune' • To have an awareness of the pulse internally when singing 						
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • To talk about the instruments used in class • To play 1, or all of 4, differentiated parts on a tuned instrument • To rehearse and perform their part 						

<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none">• To improvise using instruments in the context of a song they are learning to perform• Different ways of recording compositions• To help create a simple melody using 1, 3 or 5 notes• To plan and create a section of music that can be performed• To talk about how your music was created• To listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.• To record the composition in a way that recognises connection between sound and symbol						
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Upper Key Stage 2

National Curriculum Objective	Across the Atlantic	Invaders and Settlers	Land and Lakes	Wars through time	Conflict and Resolution and exploring America	Our Changing Lives
<p>Appreciate and understand a wide range of high -quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> • To recognise other songs from a given style • Consider the historical context of the songs. • To identify and move to the pulse with ease • To think about the message of songs • To compare two songs in the same style • To talk about the musical dimensions working together and how you feel 						
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • To confidently sing with a strong internal pulse. • To choose a song and be able to talk about: -main features -singing in unison, the solo, lead vocal, backing vocal, lyrics • To sing in unison and to sing backing vocals. • To be aware of how you fit into a group. 						
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique. • Select and learn an instrumental part • To rehearse and perform their part 						
<p>Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter -related dimensions of music</p> <ul style="list-style-type: none"> • To talk about the structure of a composition • Create simple melodies using up to five different notes and simple rhythms • Explain the keynote or home note • Record the composition in any way appropriate that recognises the connection between sound and symbol 						