



HSM PROGRESSION MAP- MUSIC

MUSIC: AGE RELATED STATUTORY COVERAGE

EYFS	KEY STAGE ONE LEARNING
<p>Expressive Arts and Design Exploring and using media and materials 40-60 months</p> <ul style="list-style-type: none">• Begins to build a repertoire of songs• Explores the different sounds of instruments <p>ELG Children sing songs, make music.</p> <p>Being Imaginative</p> <p>ELG They represent their own ideas, thoughts and feelings through music.</p>	<p><u>National Curriculum Music Programmes of Study: Key stage 1</u> Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>Key Stage 1 National Curriculum Expectations</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the interrelated dimensions of music.

Intent

Music should be an enjoyable experience for pupils and staff. It should be celebratory, creative and expressive, bringing communities together both within the school environment and in the wider location.

At Haddenham St Mary's children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm, pulse and pitch as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures, eras and genres.

We want to ensure that music is loved by pupils and staff across school, encouraging them to want to continue with a life-long enjoyment of and participation in musical activities.

Implementation

At Haddenham St Mary's music is taught as a discrete subject but also across the curriculum. Areas of learning, such as number sequencing in Maths, story learning in RE and movement in Dance can all incorporate different elements of music. A weekly singing Collective Worship allows the children opportunities to develop their singing skills, learn new songs and gain a feeling of social cohesion and closeness. Performances, such as the Christmas play, Nativity, Mother's Day service and end of year show, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir (Treble Clefs), also provide children with experience and enjoyment of making music and performing.

Impact

At Haddenham St Mary's the impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances and extracurricular activities. Participation in music will develop wellbeing, promote listening and develop concentration. The introduction to simple music notation and music reading will enable pupils to continue onto instrumental learning and provide increased opportunities for music participation. Listening to a wide range of music will broaden pupil's musical horizons and encourage them to be open minded.

SKILLS AND KNOWLEDGE MAP – SINGING

EYFS	YR1	YR2
<p>Children can:</p> <ul style="list-style-type: none"> • use their voice to speak/sing/chant. • join in with singing • respond to a simple direction i.e. stop/start • Sings by themselves, matching pitch and following melody 	<p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction • begin to be able to sing in tune songs with a limited range • sing in time to a steady beat • respond to simple directions i.e. stop/start, loud, quiet • warm-up their voice 	<p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction • sing in tune songs with a limited range • respond to simple directions i.e. stop/start, loud/quiet, spotlight individual play • warm-up their voice • sing a song with two or more parts or a round • sing and perform with expression i.e. dynamics and phrasing • stand with a good posture when singing • understand the meaning of what they sing • understand the importance of a warm up?

SKILLS AND KNOWLEDGE MAP - LISTENING

EYFS	YR1	YR2
<p>Children can:</p> <ul style="list-style-type: none"> • say if they like or dislike a piece of music? • identify and distinguish environmental sounds? • begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • begin to express how music makes them feel? • identify reasons why they like some music more than others? • respond to different moods of music, in different ways • Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad' 	<p>Children can:</p> <ul style="list-style-type: none"> • form an opinion to express how they feel about a piece of music? • recognise repeated patterns? • tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • hear the pulse in a piece music? • tell the difference between loud and quiet sounds? • describe how sounds are made and changed? • respond to different moods in music and say how a piece of music makes them feel? 	<p>Children can:</p> <ul style="list-style-type: none"> • identify particular features when listening to music? • begin to associate sounds they hear with instruments? • independently identify the pulse in a piece of music and tap along? • listen carefully to recall short rhythmic patterns? • begin to recognise changes in dynamics and pitch? • recognise and name different instruments by sight? • evaluate and improve their own work and give reasons? • verbally recall what they have heard with simple vocabulary – loud, soft, high, low • Begin to say what they like and dislike, express an opinion

SKILLS AND KNOWLEDGE MAP - COMPOSING

EYFS	YR1	YR2
<p>Children can:</p> <ul style="list-style-type: none"> • make a range of sounds with their voice? • make a range of sounds with instruments? • repeat (short rhythmic and melodic) patterns? 	<p>Children can:</p> <ul style="list-style-type: none"> • make a range of sounds with their voice? • make a range of sounds with instruments? • identify changes in sounds? • tell the difference between long and short sounds? • represent sounds pictorially? • make a sequence of sounds for a purpose? • repeat (short rhythmic and melodic) patterns? • give a reason for choosing an instrument? 	<p>Children can:</p> <ul style="list-style-type: none"> • order sounds to create a beginning, middle and end? • choose sounds to achieve an effect? • begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • create short, rhythmic patterns – sequences of long and short sounds? • be selective in the control used on an instrument in order to create an intended effect? • draw music notation to show a simple rhythm • choose sounds to create an effect on the listener? • create sound effects for a picture or story, thinking about how music can create a mood;

SKILLS AND KNOWLEDGE MAP – MUSICIANSHIP AND PERFORMANCE

EYFS	YR1	YR2
<p>Children can:</p> <ul style="list-style-type: none"> • know the contrasts loud/quiet, fast/slow, smooth/jumpy, high/low • begin to use music vocabulary i.e. piano, forte • perform a song with class at school concerts/services • Recognise a musical note 	<p>Children can:</p> <ul style="list-style-type: none"> • walk/move/clap to a steady beat • make body percussion together • respond to pulse through dance, stepping, jumping etc. • copy a simple rhythm • understand pitch is high/low • follow online representation of notes when playing handbells • can respond to pitch change • can know that dynamics are loud/quiet • know a crotchet and quavers • can perform a song with the class • can perform their own composition to peers • perform with a good sense of beat and rhythm; 	<p>Children can:</p> <ul style="list-style-type: none"> • understand tempo is change of speed • mark a beat with a straw • keep body percussion in time as a group • invent/create rhythms • write a simple rhythm using music notation • know crotchet, quavers, minim, end bar line, crotchet rest • respond to pitch change • follow simple recorder music • can perform singing and instrumental music to peers • can perform in small groups to the rest of their class • perform with a good sense of beat and rhythm; • perform with a sense of occasion

MUSIC: VOCABULARY MAP

EYFS	KS1 YEAR 1	KS1 YEAR 2
<ul style="list-style-type: none"> • Fast • High • Instrument • Low • Loud • Quiet • Repeat • Rhythm • Sing • Slow • Song • Sounds • Jumpy • Smooth 	<p>as EYFS plus:</p> <ul style="list-style-type: none"> • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice • pitch • handbell • pulse • pitch 	<p>– as Year 1 plus</p> <ul style="list-style-type: none"> • accompany • body percussion • compose • duration • ostinato • percussion • pitch • crotchet • quaver • rest • minim • recorder • dynamics • perform • composer • conductor

INTENDED LISTENING LIST

(OE = Optional extra suggested listening idea)

ERA <small>(HI = Historically Important)</small>	EYFS	YR1	YR2	OTHER
Early		William Byrd (HI) – Ne Irascaris Domine	St. Hildegard (HI, St.) – O Euchari	
Baroque		(OE Handel (HI) – La Rejouissance/ Royal Fireworks)	Bach (HI) – Air on the G String And Toccatto and Fugue (OE Handel (HI) – Arrival of the Queen of Sheba)	
Classical	Fur Elise - Beethoven	(OE Mozart (HI) – Rondo alla Turca Ah! Vous dirais-je, Maman) (OE Haydn (HI) – 2nd Mov, Surprise Symphony)	(OE Beethoven (HI) – Symphony 6, Pastorale) (OE Schubert (HI) – March Militaire)	
Romantic	Saint Saens (HI) - Carnival of the Animals Rimsky Korsakov (HI) – Flight of the Bumble Bee Ibert-The Little White Donkey	Tchaikovsky (HI) – Nutcracker, Trepak Lumbye – Copenhagen Steam Galop (OE Rossini – William Tell Overture)	Greig (HI) – In the Hall of the Mountain Kings, Peer Gynt (OE Delibes – Flower Duet, Lakme) (OE Mussorgsky – Pictures at an Exhibition)	

INTENDED LISTENING LIST

(OE = Optional extra suggested listening idea)

ERA <small>(HI = Historically Important)</small>	EYFS	YR1	YR2	OTHER
20 th Cent.	<p>Theme from Narnia – Marisa Robles</p> <p>Barn Snail Dance – Ian Pace</p> <p>Centipede Boogie – Chet Atkins</p>	<p>Holst (HI) – Planets/Mars</p> <p>Prokofiev (HI) – Peter and the Wolf</p> <p>Copland (HI) – Hoe Down</p>	<p>Florence Price (HI) – Symphony 1 (West African Rhythms)</p>	<p>20th Century Worship music/songs (Collective Worship)</p>
21 st Cent.	<p>Eric Whitacre – Sleep</p>	<p>John Rutter - Fancies</p>	<p>John Adams – Short Ride in a Fast Machine</p> <p>(OE Anna Clyde – Night Ferry (Coleridge, Rime of the Ancient Mariner))</p>	<p>21st Century Worship Music/songs (Collective Worship)</p>
Film/TV	<p>Sherman – Jungle Book, Colonel Haithi Elephant March</p>		<p>(OE John Williams – Star Wars)</p> <p>Delia Derbyshire – Dr Who (original)</p>	
Folk			<p>Yr2 Maypole Dancing – live English Folk music</p>	<p>Nathan Evans – Wellerman (Wake n Shake)</p>

INTENDED LISTENING LIST – Popular
(OE = Optional extra suggested listening idea)

ERA <small>(HI = Historically Important)</small>	EYFS	YR1	YR2	OTHER
Rock n Roll		Elvis Presley – Hound Dog		Shakin’ Stevens – Merry Christmas and Green Door(Wake n Shake) Tina Turner – Proud Mary (Wake n Shake)
Classic Rock				Queen – Crazy Little thing called love
Blues		BB King/ Sandra Boynton – One Shoe Blues		
Jazz			Duke Ellington – Take the A Train	
Art Pop/Pop	Bacharach - Raindrops keep falling on my head		(OE Kate Bush – Wild Man)	
Disco				Chic - Le Freak (Wake n Shake)
Funk			(OE James Brown – I got you (I feel good))	

INTENDED SINGING REPERTOIRE LIST

EYFS	YR1	YR2	OTHER
<p><u>Warm Ups –</u> Hot Potatoes Jimbo Jambo</p>	<p><u>Warm Ups –</u> Hot Potatoes 1,121,12321 Bob</p>	<p><u>Warm Ups –</u> Hot Potatoes 1,121,12321 Bob</p>	<p>Collective worship – selection of traditional and contemporary worship songs and carols</p>
<p>Well known nursery rhymes Hickory, Dickory, Heads shoulders Wheels on the Bus Incy wincy spider Twinkle, twinkle Grand Old Duke of York</p>	<p>Online warm up videos Boom Chicka</p>	<p>Sirening Online warm up videos</p>	<p>Christmas Production (all yr groups)</p>
<p>If you're happy and you know it (add funny things that make you happy like "eat a cloud")</p>	<p>Have you brought your whispering voice</p>	<p>Boom Chicka</p>	<p>Nativity (all yr groups)</p>
<p>Singing stories (with book) Hey diddle, diddle Bunnies sleeping A sailor went to sea Teddy bear, Tedy bear Old Macdonald</p>	<p>Tony Chestnut</p>	<p>Mum, Mum Quickly Come</p>	<p>Easter Collective Worship (all yr groups)</p>
<p>Sitting on the Bus</p>	<p>Dr Knickerbocker</p>	<p>Vintage Car</p>	<p>Mother's Day Service (all yr groups)</p>
<p>There's a spider on the floor</p>	<p>Merry Go Round (Pitch)</p>	<p>Leaver's Song (just yr2)</p>	<p>Harvest Service (all yr groups)</p>
<p>Tony Chestnut</p>	<p>Musical Elements Song (twinkle tune)</p>	<p>Musical Elements Song</p>	<p>Leavers Celebration of moving on</p>
<p>Animals live in the Forest</p>	<p>Toes a Twinkling</p>	<p>Frere Jacque</p>	<p>Treble Clefs (yrs 1&2) – varied range of repertoire, collaboration and community work</p>
<p>Spiller Teddy</p>	<p>Doe a deer</p>	<p>Hot Cross Buns</p>	<p>Songs for Topic work and specialist weeks i.e. from another country (geography), in another language (learning about other cultures), London'd Burning (Great Fire of London topic)</p>
	<p><u>Singing Stories (with book)</u> There's a hole in my bucket</p>	<p>Gently Sleep/Suo Gan</p>	
	<p>There was an old lady</p>	<p>Singing Sherlock songs</p>	
	<p>There was an old lady/ocean</p>	<p>Au clair de la luna</p>	
	<p>He's got the whole world in his hands</p>	<p>Bim Bim</p>	
	<p>Noisy House</p>	<p>Hey, ho nobody home</p>	
		<p>Bottle of Pop (in 3 part round)</p>	

Whole school Music curriculum Map Year Group Objectives

	Reception	Year 1	Year 2
Autumn 1	<p>SING FOR FUN! Enjoying singing and learning to follow simple instructions. Singing for fun, using music to help children gain confidence, co-ordination, memory and social skills. While doing this the children will also learn new songs & gain singing confidence and enjoyment, learn musical language (e.g. piano, forte) & experience playing percussion instruments. Children will also learn to follow simple instructions (e.g. stop, silence, start). Children will also be learning Harvest songs.</p>	<p>PULSE AND RHYTHM BUILDING This term we will be exploring note values (crotchets and quavers). Pupils will continue to develop listening and concentration skills while improving rhythmic skills by using body percussion and movement. Children will also be thinking about Pulse and developing an awareness of the use of pulse in music. Children will have opportunity to improvise speech rhythms on percussion instruments. We will also be learning songs about Harvest.</p>	<p>RHYTHMS AND PATTERNS This term children will be playing some more challenging listening games with the aim of deepening aural discrimination skills. We will be focusing our attention on rhythmic patterns and appreciating the use of silence within music - rests. Children will continue to learn music notation We will also be learning school songs for Harvest.</p> <p>RECORDERS – Learning BAG notes and fingering and learning to read simple treble clef notation and beginning to draw notes on staff</p>
Autumn 2	<p>CRAZY CONDUCTOR! The main focus for children will be learning songs for the Christmas production and also the Nativity. Children will learn to play instruments together. They will learn to start and stop at the same time and to watch for signals. They will also learn to play quietly and handle instruments with care. There will also be opportunities for listening and moving to music.</p>	<p>TCHAIKOVSKY'S THE NUTCRACKER The main focus for children will be learning songs for the Christmas production and also the Nativity. Concentrating on a sense of performance, diction and phrasing. Children will have the opportunity to create an Autumn inspired composition. Listening to Tchaikovsky's The Nutcracker will provide opportunity for careful listening and appraisal, movement to music, feeling the pulse and learning about a historically important composer.</p>	<p>IT'S CHRISTMAS! The main focus for children will be learning songs for the Christmas production and also the Nativity. Concentrating on a sense of performance, diction and phrasing. Solo opportunities will be available as well as class and whole school songs.</p> <p>RECORDERS – Learning BAG notes and fingering and learning to read simple treble clef notation and beginning to draw notes on staff Recorder lessons will continue with clean, non- squeaky notes being the ambition.</p>

Whole school Music curriculum Map Year Group Objectives

	Reception	Year 1	Year 2
Spring 1	<p>CONTRASTS! Children will learn about expression in music using the theme 'Contrasts'. They will understand the importance of listening within music with a focus on loud/quiet, high/low, smooth/jumpy and fast/slow. They will listen to a variety of different styles of music and talk and share ideas about how it makes them feel or what it makes them think of. Singing will continue to be a core element in most music lessons .</p>	<p>PETER AND THE WOLF Children will be expanding their knowledge of note values by learning how they can create rhythms using crotchets, quavers and minims. They will learn and internalise the rhythms and notation. Listening is an extremely important part of music and pupils will listen to a wide variety of music to understand how rhythm can be used in music and to recognise different instruments. We will particularly use Prokofiev's Peter and the Wolf.</p>	<p>RECORDERS Children will continue to consolidate and extend their knowledge of the recorder, building upon notes learnt in Autumn term to play more complex tunes. They will learn to self-diagnose areas for improvement in their own playing as well as helping each other to improve. Children will also explore and create rhythmic patterns by playing single pitch rhythms. Children will deepen skill of aural discrimination and focus on sustaining rhythmic patterns and beats against other rhythmic matter. Children will read music notation and clap/play simple rhythms.</p>
Spring 2	<p>CARNIVAL OF THE ANIMALS Continuing the 'Contrasts' theme, children will play listening games and explore the elements of music. The main piece this term will be Carnival of the Animals by Saint-Saens Children will continue to consolidate and extend their knowledge and use of musical language. A special emphasis on learning songs for Easter will take place in each lesson.</p>	<p>INSTRUMENTS OF THE ORCHESTRA Building upon instrument recognition from Spring 1, musicians (parents, professional and others) will be invited into lessons to enable children to experience live instrument playing. Children will have opportunity to hold instruments and ask questions to explore sound and technique. Children will choose instruments to research and draw. A special emphasis on learning songs for Easter will take place in each lesson.</p>	<p>RECORDERS Children will listen to a variety of different composers, genres and eras. Children will continue to learn the recorder and build upon their knowledge of music notation. Children will write music notation and play each others compositions. A special emphasis on learning songs for Easter will take place in each lesson.</p>

Whole school Music curriculum Map Year Group Objectives

	Reception	Year 1	Year 2
Summer 1	<p>ACTION! Children will learn about different note lengths. They will continue to develop listening, rhythmic and concentration skills with the emphasis on three note values – crotchet, minim, and quavers. Percussion instruments will be played regularly. Singing will continue to be a core element in most music lessons.</p>	<p>PITCH PERFECT Children will be concentrating on the concept of PITCH. They will continue to develop listening, rhythmic and concentration skills and consolidate rhythm building and note value understanding. Singing will be used in most lessons and percussion instruments will be played where appropriate.</p>	<p>RECORDERS AND RHYTHMS Children will consolidate recorder knowledge and music notation understanding. They will play increasingly complex melodies, learning new notes and playing with expression and dynamics. Children will understand that music is written on a staff and this is how pitch is shown.</p>
Summer 2	<p>LET'S PLAY Children will consolidate music knowledge by playing favourite listening games and singing favourite songs from the year. Children will listen to a variety of music and talk about what they hear and how it makes them feel or what it makes them picture.</p>	<p>HANDBELLS – ENJOYING PLAYING A TUNED INSTRUMENT Children will explore pitch by playing handbells. They will learn to follow music visualisation and play together keeping a steady beat. Children will develop ensemble playing techniques such as starting and stopping together, holding instruments still while waiting their turn/note.</p>	<p>RHYTHMS AND CLASSICAL GREATS Children will practice songs and recorder melodies to perform at end of year celebration of moving on. Concentrating on performance techniques.</p>

Performance Opportunities

- Thursday Thunder (weekly)
- Treble Clefs Tour – Tythe Barn at Christmas, Haddenham Garden Centre, Hartwell Nurseries, Abbeyfields, DAF trucks UK Headquarters, Village events, School Summer Fete
- Yr 2 – Abbeyfields, Over 60's Club Tea Party, Celebration of moving on
- Whole School - Christmas Performance, Nativity, Easter, Harvest, Mother's Day

Opportunities to experience live music

- Bulembu Choir (Swaziland)
- Steel Band
- Yr1 Parents coming into class to play and talk about instruments
- Peter and the Wolf South Bank Orchestra
- XYZ Performance (June 21)