

Music Learning Progression from EYFS to Year 6

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our '**Intent Statement**' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

Music:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'Music' as part of the 'Expressive Arts and Design' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for Music is outlined in the Framework as:

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.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'Music' skills can be identified in the 'Expressive Arts and Design' section. Elements of Communication and Language and Physical Development are also particularly relevant for children to develop as Musicians.

	2 and 3 years old (Little Acorns)	3 and 4 years old (Acorns Nursery)	Children in Reception	ELG (Early Learning Goal)
Expressive Art and Design	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. 	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>

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	<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>as up and down, down and up) of familiar songs.</p> <ul style="list-style-type: none"> Create their own songs or improvise a song around one they know. <p>Play instruments with increasing control to express their feelings and ideas.</p>		
Communication and Language	<ul style="list-style-type: none"> Enjoy singing, music and toys that make sounds. 	<ul style="list-style-type: none"> Sing a large repertoire of songs <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. <p>Learn rhymes, poems and songs</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>
Physical Development	<p>Clap and stamp to music.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>		<p><u>Gross Motor Skills</u></p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ongoing Objective: I am learning to sing					
When planning for the learning you must develop this ongoing objective using the skills below:					
<p>I follow instructions on how and when to sing I can make and control long and short sounds and begin to imitate changes in pitch and tempo I take notice of others when I am performing. I can sing songs with a simple range</p>	<p>I sing, following the tune I understand what a round is and can take part in a simple round I can imitate changes in pitch, tempo, dynamics and duration. I take notice of others when I am performing and take instructions from the leader. I can sing songs with a simple range</p>	<p>I can sing songs from memory with accurate pitch. I can maintain a simple part within a group. When I sing songs I show control in my voice. I perform with control and awareness of what others in the group are singing. I can sing songs with bigger intervals in an octave range</p>	<p>I can sing songs from memory with accurate pitch. I can maintain a simple part within a group. When I sing songs I show control in my voice. I perform with control and awareness of what others in the group are singing and am beginning to take a lead. I can sing songs with bigger intervals in an octave range and know where to breathe in a song.</p>	<p>I sing more complex melodies from memory with confidence. I maintain my own part with an awareness of what others are singing and I can sing a harmony part with increasing confidence and accuracy. I perform alone and in a group, displaying a variety of techniques (tempo, dynamics, duration) and I perform songs in a way that reflects their meaning and the occasion. I take turns to lead a group and perform with expression, showing an awareness of the audience and my group members.</p>	<hr style="border-top: 1px dashed black;"/> <p>I can sing a wide variety of songs with more complex melodies and harmonies.</p>

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Ongoing Objective: I am learning to play an instrument				
When planning for the learning you must develop this ongoing objective using the skills below:				
<p>I can play an untuned instrument in time. I follow instructions on how and when to play an instrument.</p>	<p>I make and control long and short sounds using an untuned and tuned instrument. I perform with others', taking instructions from the leader and can maintain a simple part within a group.</p>	<p>When I play an untuned and tuned instrument I show control (pitch, tempo, dynamics and duration). I perform with control and awareness of what others in the group are playing. I perform music with an awareness of the meaning</p>	<p>When I play an untuned and tuned instrument I show control (pitch, tempo, dynamics and duration). I can play an accompaniment on an instrument. I perform music with an awareness of the meaning and the audience.</p>	<p>When I play an instrument (untuned and tuned) I perform alone or in a group displaying a variety of techniques (pitch, tempo, dynamics and duration). I can play solo, maintain my own part, accompany and effectively lead a group. I can read the musical stave and can work out the notes, EGBDF and FACE. I understand the meaning of the music and express this in my performance.</p>

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Ongoing Objective: I am learning to compose					
When planning for the learning you must develop this ongoing objective using the skills below:					
I can improvise using an untuned instrument.	I can improvise using an untuned instrument.	I can use my knowledge of tempo, dynamic and duration to improvise.	I can use my knowledge of tempo, dynamic and duration to improvise.	I can use my knowledge of tempo, dynamic, duration, pitch and timbre to improvise.	I use improvisation to help me make decisions about my final composition.
I can make a sequence of long and short sounds with help.	I can create a short musical patterns (sequences and short rhythmic phrases)	I carefully choose, combine and sequence sounds to create an effect (tempo, dynamic, duration)	I carefully choose, order, combine and control sounds with awareness of their combined effect	I can create rhythmic patterns with awareness of effects (tempo, timbre, duration, pitch, dynamic)	I can create rhythmic patterns with awareness of effects (tempo, timbre, duration, pitch, dynamic harmonies and silence)
I can make sounds that are very different (loud and quiet, high and low etc). I choose sounds with a meaning in mind	I carefully choose and order sounds to achieve an effect (including ICT) I choose and order my sounds with a meaning in mind	I can compose a repeated pattern into my composition (using a range of instruments or ICT) I choose and order my sounds with a meaning in mind (pitch, dynamics, duration, tempo)	I can compose a repeated pattern into my composition (using a range of instruments or ICT) I choose and order my sounds with a meaning in mind (pitch, dynamics, duration, tempo)	I can compose and perform melodies (including ICT) I create music which reflects the intention and identify where to place emphasis and accents.	I can compose and perform melodies (including ICT) I show thoughtfulness in selecting sounds and structures to convey an idea.
I know what sound symbols are and how they can help me.	I have an idea how to record my music to help my future performance (sound symbols)	I can record my music systematically using sound symbols.	I can record my music systematically using a graphic score	I can record my music systematically using a graphic score or notation (minim, crotchet and semibreve, Notes: egbdf, face) I can draw a treble clef at the correct position on the staff.	I can record my music systematically using a graphic score, notation (minim, crotchet, semibreve and a rest, Notes: egbdf, face) and ICT. I can draw a treble clef at the correct position on the staff

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Ongoing Objective: I am developing my musical ear		
When planning for the learning you must develop this ongoing objective using the skills below:		
I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)	I describe the different purposes of music throughout history and in other cultures.	I understand and explain the different cultural meanings and purposes of music
I can listen out for different types of sounds and recognise changes. (beat, speed, short and long sounds, high and low sounds)	I can listen to and describe music, including my own and others compositions using words such as duration, timbre, pitch beat, tempo, and texture.	I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence) and use these to help in evaluating my own and others music,
I can describe how sounds reflect different moods in music.	I listen to several layers of sound and talk about the effect on the mood and feelings.	I listen to several layers of sound and to music with lyrics and talk about the effect on mood and feeling.
I have listened to a live musical performance.	I have listened to and reviewed a live musical performance.	I have listened to and reviewed a live musical performance, using my musical knowledge.
I have taken part in a school performance	I have taken part in a school performance and know that the sense of occasion affects the performance.	I have taken part in a school performance and I use the venue and sense of occasion to create performances that are well appreciated by the audience
I have listened to a range of music by composers and musicians and can say if I like it or not.	I have listened to a range of music by composers and musicians and can express my opinion on what I have heard.	I have listened to a range of music by composers and musicians and can express my opinion on what I have heard. I can compare and contrast different music genres.