

Heelands School

Music Progression Map

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the music national curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- use their 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 inter-related dimensions of music.

Intent

Music is given a high profile at Heelands School. As well as being a National Curriculum subject with core value, we regard Music to be a valuable force for enriching pupil's wellbeing, work, attitudes, offering multiple benefits across the whole curriculum and beyond. Our commitment to high quality Music Education supports children's personal development. Our Music Policy summarises the fundamental importance of making music thus: Making music feels good physically and emotionally. It engages the body, raises the spirit and moves the soul.

We offer a firm grounding in core musicianship skills sufficient for children to be able to access with confidence further music making opportunities both at junior and secondary school, and in their wider life on into adulthood.

By the time children leave Heelands School at the age of seven, they will be able to sing confidently and mostly accurately, and will have gained substantial experience of the potential for pleasure and satisfaction that participating in regular choral activities brings. Children will:

- Develop an understanding of a range of singing styles and genre
- Sing expressively and with good articulation
- Be able to hold a part in a group
- Understand the posture and breathing needed for singing

They will have regular experiences of playing percussive different instruments, including developing basic musicianship skills of:

- Internalization of a steady beat
- Being 'together', ie starting, stopping, staying in time
- Following a leader
- Knowing when to play and how to count simple rests
- Employing appropriate dynamics, accents and phrasing.

Children will have the opportunity to listen to a range of music, and be encouraged to evaluate their responses, making choices about preferences. They will be introduced to a different artist each half term from our 'Artist of the Half Term'. This covers a wide range of genres, countries and styles of music to help enhance children's musical experiences. The children listen to these on a daily basis.

Children will be encouraged to be creative in their music making, offering their ideas and exploring percussion instruments in their play, pitched and non-pitched, as an introduction to composition.

Implementation

Key implementation principles are:

- Weekly Music lessons for EYFS, Year 1 and Year 2, incorporating singing games and movement
- Daily opportunities to sing in class and in play for all pupils
- Daily opportunities to sing at the beginning and the end of our assemblies – often the songs are linked to our 'Value' for each half term.
- Performances: a minimum of Harvest Assembly, Christmas Nativity, Class performances, Summer (Year 2) Leavers' Celebration.

Differentiation and Inclusion:

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident, accurate pupils or an adult to enable participation. Some children with SEND will need to participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed. Opportunities for children to lead and develop ideas will contribute to the extension for more able children. Teachers plan lessons and activities that incorporate scope for elaboration, demonstration, leading, solo work etc for children who demonstrate strength in music.

Impact

The impact of teaching music is seen across the school with an increase in the profile of music. Whole-school and parental engagement we hope will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musicalability, now and in the future. Assessment in Music is light touch, and almost all via observation, both visual and auditory, either by the teacher leading, or by the supporting teaching assistant, often using an iPad to record these. These recordings can also be used when doing self-assessment with the children and their peers. It is these observations that will inform differentiation. There are key outcomes for each year group upon which observations are built, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging, or clearly exceeding.

	Year One	Year Two
Singing	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).
Listening	<p>Teachers develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances is complemented by opportunities to experience live music making in and out of school when social circumstances allow.</p>	<p>Teachers further develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances is complemented by opportunities to experience live music making in and out of school when social circumstances allow.</p>

Composing	Year One	Year Two
	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.

Musicianship - Pulse/Beat	Year One	Year Two
	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.

Musicianship - Rhythm	Year One	Year Two
	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.

Musicianship - Pitch	Year One	Year Two
	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.