



KINNERLEY CE PRIMARY SCHOOL MUSIC UNITS AND SKILL PROGRESSION



MUSIC EXPRESS UNITS

FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Who shall I be today? Let's go green Busy City Beyond the Stars When Snowflakes Fall Fabulous Food A Tale from Long Ago Our Growing World Do you see Dinosaurs? A Sky full of Colour Amazing African Animals Under the Sea	1:1 Ourselves Exploring Sounds 1:2 Number Beat 1:3 Animals Pitch 1:4 Weather Exploring Sounds 1:5 Machines Beat 1:6 Seasons Pitch 1:7 Our School Exploring Sounds 1:8 Pattern Beat 1:9 Storytime Exploring Sounds 1:10 Our bodies Beat 1:11 Travel Performance 1:12 Water Pitch	2:1 Ourselves Exploring Sounds 2:2 Toys Beat 2:3 Our land Exploring Sounds 2:4 Our bodies Beat 2:5 Animals Pitch 2:6 Number Beat 2:7 Storytime Exploring Sounds 2:8 Seasons Pitch 2:9 Weather Exploring Sounds 2:10 Pattern Beat 2:11 Water Pitch 2:12 Travel Performance	3.1: Environment Composition 3.2 Building Beat 3.3 Sounds Exploring Sounds 3.4 Poetry Performance 3.5 China Pitch 3.6 Time Beat 3.7 In the past Pitch 3.8 Communication Composition 3.9 Human body Structure 3.10 Singing French Pitch 3.11. Ancient worlds Structure 3.12 Food and drink Performance	4.1 Poetry Performance 4.2 Environment Composition 4.3 Sounds Exploring Sounds 4.4 Recycling Structure 4.5 Building Beat 4.6 Around the world Pitch 4.7 Ancient worlds Structure 4.8 Singing Spanish Pitch 4.9 Communication Composition 4.10 Time Beat 4.11 In the past Notation 4.12 Food and drink Performance	5.1 Our Community Performance 5.2: Solar system Listening 5.3 Life cycles Structure 5.4 Keeping healthy Beat 5.5 At the movies Composition 5.6: Celebration Performance	6.1 World unite Step dance Performance 6.2 Journeys Song cycle Performance 6.3: Growth Street dance Performance 6.4 Roots Mini musical Performance 6.5 Class Awards Awards Show Performance 6.6 Moving on Leavers' assembly Performance

EYFS MUSIC LINKS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for Music. The most relevant statements for Music are taken from the following area of learning: • Communication and Language • Physical Development • Expressive Arts and Design



Two and Three year olds	Communication and Language	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures.
	Physical Development	<ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music.
	Expressive Arts and Design	<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. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<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 as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses.

			<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<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.

SINGING

	BARN OWLS		SNOWY OWLS		LONG EARED OWLS	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Sing in two-part harmony (Unit 1) Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8) Sing in two parts (two different melodies) with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3)</p> <p>Learn to sing partner songs (Unit 3)</p> <p>Sing a call and response song in a minor key in two groups (Unit 8)</p> <p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance</p>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1)</p> <p>Develop techniques of performing rap using texture and rhythm (Unit 2)</p> <p>Sing and play scales and chromatic melodies accurately (Unit 4)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</p> <p>Sing a song in unison and three-part harmony (Unit 6)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</p> <p>Perform complex song rhythms confidently (Unit 6)</p> <p>Change vocal tone to reflect mood and style (Unit 6)</p>

PLAYING INSTRUMENTS	<p>Identify and keep a steady beat using instruments (Unit 2) Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempi) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p> <p>Use instruments to create descriptive sounds</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform a pentatonic song with tuned and untuned accompaniment (Unit 5)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinati individually and in combination (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Read simple rhythm notation (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Read graphic notation to play a melody on tuned instruments (Unit 10)</p>	<p>Combine four body percussion ostinati as a song accompaniment (Unit 5)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</p> <p>Play and sing repeated patterns (ostinati) from staff notation (Unit 10)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>	<p>Read a melody in staff notation (Unit 3)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Perform music together in synchronisation with a short movie (Unit 5)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6)</p> <p>Control short, loud sounds on a variety of instruments (Unit 6)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p>
IMPROVISING/EXPLORING	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p>	<p>Improvise in response to visual stimuli, with a focus on timbre (Unit 4)</p> <p>Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4)</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5)</p> <p>Explore layers and layering using a graphic score (Unit 7)</p> <p>Understand syncopation and clap improvised off-</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1)</p> <p>Learn about jazz scat singing and devise scat sounds (Unit 1)</p> <p>Play and improvise using the whole tone scale (Unit 2)</p> <p>Create musical effects using contrasting pitch (Unit 3)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other soundmakers (Unit 4)</p>

				beat rhythms (Unit 10)	capabilities (Unit 5) Learn about and explore techniques used in movie soundtracks (Unit 5)	
COMPOSING	<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p>	<p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres to make an accompaniment (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</p> <p>Use a score and combine sounds to create different musical textures (Unit 12)</p>	<p>Compose an introduction for a song (Unit 2)</p> <p>Compose and notate pentatonic melodies on a graphic score (Unit 6)</p> <p>Compose a rap (Unit 9)</p> <p>Compose a fanfare (Unit 11)</p> <p>Compose and play sequences of word rhythms (Unit 12)</p>	<p>Develop a structure for a vocal piece and create graphic scores (Unit 3)</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3)</p> <p>Use the musical dimensions to create and perform music for a movie (Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p> <p>Create sounds for a movie, following a timesheet (Unit 5)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Compose programme music from a visual stimulus (Unit 5)</p>
LISTENING	<p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>	<p>Listen to and learn about Hindustani classical music (Unit 3)</p> <p>Learn how sounds are produced and how instruments are classified (Unit 3)</p> <p>Listen to and learn about traditional Chinese music (Unit 5)</p> <p>Listen to and learn about a Romantic piece of music (Unit 6)</p> <p>Listen to and learn about</p>	<p>Understand how rhythmic articulation affects musical phrasing (Unit 1)</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)</p> <p>Listen to and learn about 1940s dance band music (Unit 3)</p> <p>Listen to and play along with Bhangra</p>	<p>Hear and understand the features of the whole tone scale (Unit 2)</p> <p>Listen to and learn about modern classical/avant garde music (20th century) (Unit 2)</p> <p>Learn about the music of an early Baroque opera (Unit 3)</p> <p>Demonstrate understanding of the effect of music in movies</p>	<p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Experience and understand the effect of changing harmony (Unit 6)</p> <p>Listen to and understand modulation in a musical bridge (Unit 6)</p>

APPRAISING

			a medieval antiphon (Unit 7) Listen to, learn about, play and dance to Tudor dance music (Unit 7)	music (Unit 4) Copy rhythms and a short melody (Unit 9) Match short rhythmic phrases with rhythm notation (Unit 10) Listen to and learn about Renaissance instruments (Unit 11)	(Unit 5)	
	<p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</p> <p>Identify metre by recognising its pattern (Unit 8) Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</p> <p>Identify rising and falling pitch (Unit 8) Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>	<p>Identify the metre in a piece of music (Unit 6)</p> <p>Recognise rhythm patterns in staff notation (Unit 6)</p> <p>Recognise pitch shapes (Unit 10)</p>	<p>Identify different instrument groups from a recording (Unit 3)</p> <p>Describe the structure of a piece of orchestral music (Unit 5)</p> <p>Develop listening skills by analysing and comparing music from different traditions (Unit 6) Identify key features of minimalist music (Unit 7)</p> <p>Compare and contrast the structure of two pieces of music (Unit 7)</p> <p>Identify the metre of a new song or piece (Unit 10)</p> <p>Listen to and analyse 20th century ballet music (Unit 10)</p>	<p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2)</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2)</p> <p>Compare and contrast two pieces of 19th century Romantic music (Unit 3)</p> <p>Identify changes in tempo and their effects (Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p> <p>Explore and analyse a song arrangement and its structure (Unit 6)</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)</p>