

Summerhill Infant School Coverage and progression map for (Music)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Early Learning Goals (linked to subject) <ul style="list-style-type: none"> Performs songs, rhymes, poems and stories with others and – when appropriate – tries to move in time with music. Sings a range of well-known nursery rhymes and songs. 					
	Me, Myself and I	Once Upon a Time	Food glorious Food	People Who Help Us	Minibeasts	Wonderful Water
	Singing Nursery Rhymes. Learn Autumn songs and Perform for parents. Moving to music/songs with instructions. E.g. Head, shoulders, knees and toes.	Learn Songs for a Nativity performance. (Listening to music, sing the melody and keep in time.) Move to the music at school disco.	Explore different non tune instruments. Find out what sort of sounds they make. Moving to music/songs with instructions or images of moves.	Learn ‘people who help us songs’ Moving to music/songs with instructions or images of moves. Play instruments to accompany music and songs.	Learn ‘Mini-beast songs’ and perform to parents. Moving to music/songs with instructions or images of moves. Play instruments to accompany music and songs.	Learn ‘Water Songs’ Moving to music/songs with instructions or images of moves. Play instruments to accompany music and songs.
Year 1	KS1 National Curriculum statutory requirements (linked to subject) <ul style="list-style-type: none"> 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 					
	Me and my community	Enchanted Woodland	Superstars!	Going Green	Toys	Castles and Dragons
	Move/ clap a steady beat. Change speed as music tempo changes. Use body percussion or untuned instruments to play repeated rhythm	Learn songs for a Christmas performance. Each class to select own song. Maybe add untuned instrumental accompaniment.	Introduce the idea of making different sounds with body parts. Use these to accompany favourite songs.	Chant, say and sing simple songs from memory. Sing call & response songs. Listen & pitch voice correctly.	Introduce different untuned musical instruments and explore the sound they make through games and free exploration. (Which are	Improvise simple vocal chants. Question & Answer phrases. Create musical sound effects e.g. for a toy train. Explore and invent

	patterns. (Short copy cat patterns) <u>Oak Academy</u> Pulse Singing Assembly – Music Appreciation during Assemblies.	Timbre Learn a range of songs both old & new, from different cultures or topic appropriate.	(Clapping a steady beat,). BBC music – Traditional tale songs Rythm	Pitch	good for which musical dimension) Contrasts	own symbols to represents sounds created. Follow symbols to repeat sounds. Musical Devices
	Jazz & Blues Runaway Blues – Ma Rainey	Choral & religious	Music from other cultures Fanfarra – Sergio Mendes (Brazil, Samba)	Classical Rondo alla Turca - Mozart	20th Century Mars from Planets - Holst	Modern Wild Man – Kate Bush
Year 2	KS1 National Curriculum statutory requirements (linked to subject)					
	<ul style="list-style-type: none"> • 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 					
	Endangered Animals	The Victorians	Being Human	Flight	Dinosaurs	Explorers
	Mark the beat of a listening piece of music. Walk in time to the beat of a piece of music. Group beats into 2 or 3 then begin to Id groupings. <u>Oak Academy</u> Pulse & Metre Singing Assembly	Learn songs for a Christmas performance. Each class to select own song. Maybe add untuned instrumental accompaniment. Tempo, Dynamics, Timbre Learn a range of songs both old & new, from	Play copycat games to encourage children to hear rhythm. Use word phrases & chants. Perform own class rap. Rythm	Create music in response to a non-musical stimulus. E.g. storm, car, rocket launching. Use dot & stick notation to record. Pitch	Play singing games with lots of call and response so children sing back accurately. Contrasts	Learn and perform songs with instruments for leavers assembly. Musical Dives

	<p>'Music Appreciation' during assemblies.</p> <p>Jazz & Blues</p>	different cultures or topic appropriate.				
		<p>Choral & religious</p>	<p>Music from other cultures</p> <p>Baris – GongKebyar of Peliatan (Indonesia)</p>	<p>Classical</p>	<p>20th Century</p> <p>Bolero - Ravel</p>	<p>Modern</p> <p>Hound Dog – Elvis Presley</p> <p>With a little help from my friends – The Beatles.</p>

	Reception	Year 1	Year 2
Singing	<ul style="list-style-type: none"> • Sing Nursery Rhymes and simple repetitive songs. 	<ul style="list-style-type: none"> • Uses the voice to speak, chant and sing a range of songs with simple melodies. 	<ul style="list-style-type: none"> • Can sing more complex songs and follow a melody
Listening	<ul style="list-style-type: none"> • Listen to a range of music and express a preference using every language. 	<ul style="list-style-type: none"> • Listen to a range of music and be able to express a preference using some age appropriate technical language. • Can respond to different moods in music. • Can say whether I like or dislike a piece of music. 	<ul style="list-style-type: none"> • Listen to a range of music and be able to explain why a certain style is preferred using age appropriate technical language • Can listen out for particular things when listening to music.
Composing	<ul style="list-style-type: none"> • Explore instruments and the different sounds they can make, including human voice. 	<ul style="list-style-type: none"> • Compose music to add to stories and perform to their peers. • Can make a sequence of sounds • Can choose sounds to represent different things. 	<ul style="list-style-type: none"> • Compose music when given a stimulus and write it down using their own notation. • Can order sounds to create a beginning, middle and an end. • Can create music in response to different starting points. • Can choose sounds which create an effect. • Can use symbols to represent sounds. • Can make connections between notations and

			musical sounds.
Musicianship	<ul style="list-style-type: none"> • Can represent their own ideas, thoughts and feelings through music and movement. 	<ul style="list-style-type: none"> • Can use instruments to perform. • Can clap short rhythmic patterns. • Can make different sounds with the voice and with instruments. • Can repeat short rhythmic and melodic patterns. • Can follow instructions about when to play and sing. 	<ul style="list-style-type: none"> • Can sing and follow a melody. • Can perform simple patterns and accompaniments keeping a steady pulse. • Can play simple rhythmic patterns on an instrument. • Can sing or clap increasing and decreasing tempo. • Can improve my own work.