

# **Woodlands Infant School**



## **Music curriculum**

**Long term plan**

**Progression of skills, knowledge and vocabulary**

# Woodlands Infant School

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## Music Long Term Overview

|                  | Autumn 1                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                               | Spring 2 | Summer 1                                                                                                                                                                                                                                    | Summer 2 |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Nursery</b>   | <b>EYFS UNIT 3:<br/>MUSIC AND MOVEMENT</b><br><br>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. |                                                                                                                                                                                                     | <b>EYFS UNIT 1:<br/>EXPLORING SOUND</b><br><br>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them. |          | <b>EYFS UNIT 5:<br/>TRANSPORT</b><br><br>Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.                                        |          |
| <b>Reception</b> | <b>EYFS UNIT 2:<br/>CELEBRATION MUSIC</b><br><br>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.                   |                                                                                                                                                                                                     | <b>EYFS UNIT 4:<br/>MUSICAL STORIES</b><br><br>A unit based on traditional tales and songs where pupils move to music, match movements to tempo, pitch and dynamics, use instruments to show mood or character and perform together in a story.        |          | <b>EYFS UNIT 6:<br/>BIG BAND</b><br><br>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. |          |
| <b>Year One</b>  | <b>KS1 UNIT 1:<br/>KEEPING THE PULSE<br/>(MY FAVOURITE THINGS)</b><br><br>Children explore keeping the pulse together through music and movement, by exploring their favourite things.               | <b>KS1 UNIT 2:<br/>SOUND PATTERNS<br/>(FAIRYTALES)</b><br><br>Through fairytales, pupils explore sound patterns by clapping repeated words and creating rhythmic patterns to tell a familiar story. | <b>YEAR 1 UNIT 3:<br/>PITCH (SUPERHEROES)</b><br><br>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.                                                                                                |          | <b>YEAR 1 UNIT 4:<br/>MUSICAL SYMBOLS (UNDER THE SEA)</b><br><br>Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.                |          |
| <b>Year Two</b>  | <b>YEAR 2 UNIT 1:<br/>CALL AND RESPONSE<br/>(ANIMALS)</b><br><br>Using instruments to represent animals, copying rhythms and creating call and response rhythms.                                     | <b>YEAR 2 UNIT 2:<br/>INSTRUMENTS (MUSICAL<br/>STORYTELLING)</b><br><br>Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.             | <b>YEAR 2 UNIT 3:<br/>STRUCTURE (MYTHS AND LEGENDS)</b><br><br>Developing an understanding of structure by exploring and ordering rhythms.                                                                                                             |          | <b>YEAR 2 UNIT 4:<br/>PITCH: MUSICAL ME</b><br><br>Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.                                                         |          |

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## Progression of Disciplinary Knowledge in Music

| Disciplinary Concept     | Nursery and Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                                                                                                                              |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening and Evaluating | <b>Listening and responding to music</b> <ul style="list-style-type: none"> <li>Listening appropriately to someone leading a short musical phrase, song or rhyme.</li> <li>Exploring spontaneous movement with different parts of their body in response to music.</li> <li>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</li> <li>Using artwork or creative play as a way of expressing feelings and responses to music.</li> </ul> <b>Analysing</b> <ul style="list-style-type: none"> <li>Identifying and imitating sounds from a variety of music.</li> <li>Considering whether background music and sound effects can enhance storytelling.</li> </ul> <b>Evaluating</b> <ul style="list-style-type: none"> <li>Showing preferences for certain music or sounds.</li> </ul> <b>Cultural and historical awareness of music</b> <ul style="list-style-type: none"> <li>Listening to music from a wide variety of cultures and historical periods.</li> </ul> <p>To recognise and name at least two instruments from Groups A and B.</p> | <b>Listening and responding to music</b><br>Listening with concentration to short pieces of music or excerpts from longer pieces of music.<br>Engaging with and respond to longer pieces of music.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                     |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Coordinating the speed of their movements to match the speed of the music (not the beat)</li> <li>Beginning to move in time with the beat of the music.</li> <li>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Confidently move in time with the beat of the music when modelled.</li> <li>Begin to keep movements to the beat of different speeds of music.</li> <li>Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> </ul> |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Analysing</b> <ul style="list-style-type: none"> <li>Identify some common instruments when listening to music.</li> <li>Relate sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</li> <li>Recognise simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</li> <li>Recognise simple patterns and repetition in pitch (e.g. do re mi).</li> <li>Talk about the tempo of music using the vocabulary of fast and slow.</li> <li>Talk about the dynamics of the music, using the vocabulary of loud, quiet and silent.</li> <li>Talk about the pitch of music, using the vocabulary of high and low.</li> </ul> |                                                                                                                                                                                                                                                                                                                                     |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Evaluating</b> <ul style="list-style-type: none"> <li>State what they enjoyed about their peers' performances, using vocabulary of fast and slow, loud, quiet and silent)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                     |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Cultural and historical awareness of music</b> <ul style="list-style-type: none"> <li>Appreciating music from a wide variety of cultures and historical periods.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                     |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Knowledge</b> <ul style="list-style-type: none"> <li>Recognise and name the following instruments: up to three instruments from Group A and B. Know that sections of music can be described as fast or slow and the meaning of these terms. Know that sections of music can be described as loud, quiet or silent and the meaning of these terms. Know that sounds within music can be described as high or low sounds and the meaning of these terms.</li> </ul>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                     |

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| Disciplinary Concept      | Nursery and Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creating Sound            | <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</li> <li>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</li> <li>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</li> <li>Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)</li> </ul> <p><b>Posture</b></p> <ul style="list-style-type: none"> <li>Finding a comfortable static position when playing instruments or singing.</li> </ul>                                                                                                          | <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</li> <li>Develop an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</li> <li>Learn to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</li> <li>Use instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</li> <li>Use bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</li> <li>Start to understand how to produce different sounds on pitched instruments. (Group C.)</li> </ul> <p><b>Posture</b></p> <ul style="list-style-type: none"> <li>Maintain a comfortable position when sitting or standing to sing and play instruments.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Improvising and Composing | <p><b>Stimulus and purpose</b></p> <ul style="list-style-type: none"> <li>Exploring and imitating sounds from their environment and in response to events in stories.</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>Exploring and imitating sounds.</li> </ul> <p><b>Creating and Selecting Sounds</b></p> <ul style="list-style-type: none"> <li>Experimenting with creating sound in different ways using instruments, body percussion and voices.</li> <li>Selecting classroom objects to use as instruments.</li> <li>Selecting sounds that make them feel a certain way or remind them of something.</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>Playing sounds at the relevant point in a storytelling</li> </ul> | <p><b>Stimulus and purpose</b></p> <ul style="list-style-type: none"> <li>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>Improvising simple question and answer phrases, using untuned percussion or voices.</li> </ul> <p><b>Creating and Selecting Sounds</b></p> <ul style="list-style-type: none"> <li>Experimenting with creating different sounds using a single instrument.</li> <li>Experimenting with creating loud, soft, high and low sounds.</li> <li>Selecting objects and/or instruments to create sounds to represent a given idea or character.</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>Playing and combining sounds under the direction of a leader (the teacher).</li> </ul>                                                                 | <p><b>Creating and Selecting Sounds</b></p> <ul style="list-style-type: none"> <li>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li> </ul> |

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| Disciplinary Concept             | Nursery and Reception                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 2                                                                                                                                                                                                                    |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Notation                         | <b>Representing pitch</b> <ul style="list-style-type: none"> <li>Developing an awareness of high and low through pictorial representations of sound.</li> </ul> <b>Representing rhythm</b> <ul style="list-style-type: none"> <li>Developing an awareness of how simple marks or objects can show single beats and single beat rests.</li> </ul>                                                                                                         | <b>Understanding notation</b> <ul style="list-style-type: none"> <li>Read different types of notations by moving eyes from left to right as sound occurs.</li> <li>Know that notation is read from left to right.</li> </ul> <b>Representing pitch</b> <ul style="list-style-type: none"> <li>Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</li> </ul>                                                                           |                                                                                                                                                                                                                           |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Recognise pitch patterns using dots.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).</li> </ul>                                                              |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Representing rhythm</b> <ul style="list-style-type: none"> <li>Use pictorial representations to stay in time with the pulse when singing or playing.</li> <li>Confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</li> <li>Begin to read simple rhythmic patterns which include two half beats (quavers).</li> </ul>                                                                                                                                           |                                                                                                                                                                                                                           |
| Performing (singing and playing) | <b>Understanding and evaluating performance</b> <ul style="list-style-type: none"> <li>Beginning to say what they liked about others' performances.</li> </ul> <b>Awareness of others</b> <ul style="list-style-type: none"> <li>Facing the audience when performing. Spontaneously expressing feelings around performing.</li> </ul> <b>Awareness of self</b> <ul style="list-style-type: none"> <li>Performing actively as part of a group.</li> </ul> | <b>Understanding and evaluating performance</b> <ul style="list-style-type: none"> <li>Offer positive feedback on others' performances.</li> </ul> <b>Awareness of music</b> <ul style="list-style-type: none"> <li>Start to maintain a steady beat throughout short singing performances.</li> </ul> <b>Awareness of others</b> <ul style="list-style-type: none"> <li>Perform actively as part of a group; keeping in time with the beat.</li> <li>Show awareness of leader particularly when starting or ending a piece.</li> </ul> |                                                                                                                                                                                                                           |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Awareness of self</b> <ul style="list-style-type: none"> <li>Keep instruments still until their part in the performance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Awareness of self</b> <ul style="list-style-type: none"> <li>Stand or sit appropriately when performing or waiting to perform.</li> <li>Begin to acknowledge their own feelings around performance.</li> </ul>         |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                           |
| Disciplinary Vocabulary          | beat, steady pulse, fast, slow, high, low, loudly, softly, orchestra, instruments, voice, body percussion, audience, performing                                                                                                                                                                                                                                                                                                                          | Pulse, singing voice, speaking voice, thinking voice, beat, fast, slow, warm up, high, low, pattern, performance, oitch, tempo, dynamics, rest (gap), sound pattern                                                                                                                                                                                                                                                                                                                                                                    | Call and response, sound pattern, dynamics, encore, instrumental sound, sound effect, tempo, legend, myth, composition, notation, rest, rhythm, structure, temp, two half beats, one beat, dot, low, phrase, pitch, stave |

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## Progression of Substantive Knowledge in Music

| Substantive theme             | Nursery and Reception                                                                                                                                                                | Year 1                                                                                                             | Year 2                                                                                                                                     |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pulse</b>                  | To know that the beat is the steady pulse of a song.                                                                                                                                 | To know that pulse is the regular heartbeat within music.<br>To understand that the pulse of the music can change. | Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. |
| <b>Tempo</b>                  | To recognise music that is 'fast' or 'slow'.                                                                                                                                         | To know that sections of music can be described as fast or slow and the meaning of these terms.                    | To know that sections of music can be described as fast or slow and the meaning of these terms.                                            |
| <b>Dynamics</b>               | To understand that instruments can be played loudly or softly.                                                                                                                       | To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.           | To know that dynamics can change the effect a sound has on the audience.                                                                   |
| <b>Pitch</b>                  | To understand what 'high' and 'low' notes are.                                                                                                                                       | To know that sounds within music can be described as high or low sounds and the meaning of these terms.            | To know that sounds within music can be described as high or low sounds and the meaning of these terms.                                    |
| <b>Timbre and instruments</b> | To recognise that voices and instruments can imitate sounds from the world around us (Nursery), To know that different instruments can sound like a particular character (Reception) | To recognise and name the following instruments: up to three instruments from Group A and B.                       | To be able to recognise and name up to three instruments from Group A and B.                                                               |
| <b>Texture</b>                | To know that music often has more than one instrument being played at a time.                                                                                                        | Using instruments imaginatively to create soundscapes which convey a sense of place.                               | Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.                           |
| <b>Pattern and Structure</b>  | To understand that a piece of music can tell a story with sounds.                                                                                                                    | Recognising simple patterns and repetition in rhythm.<br>Recognising simple patterns and repetition in pitch.      | Recognising simple patterns and repetition in rhythm.<br>Recognising simple patterns and repetition in pitch.                              |
| <b>Notation and symbols</b>   | Developing an awareness of high and low through pictorial representations of sound.                                                                                                  | To know that notation is read from left to right.<br>Confidently reading simple rhythmic patterns                  | Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).                                 |

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| Substantive theme                    | Nursery and Reception                                                                  | Year 1                                                                             | Year 2                                                                                                             |
|--------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|                                      |                                                                                        | comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).     | Beginning to read simple rhythmic patterns which include two half beats (quavers).                                 |
| <b>Music from different cultures</b> | Listening to music from a wide variety of cultures and historical periods.             | Appreciating music from a wide variety of cultures and historical periods.         | Appreciating music from a wide variety of cultures and historical periods.                                         |
| <b>Expression / storytelling</b>     | To understand that performing means playing a finished piece of music for an audience. | To know that an instrument or rhythm pattern can represent a character in a story. | Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. |