



THE
ROBERT DRAKE
PRIMARY SCHOOL

CURRICULUM PROGRESSION FOR MUSIC

EYFS	Phase 1	Phase 2	Phase 3
Children will listen to and develop an understanding of Instruments of the orchestra including orchestral families and different instruments from around the world. Children sing a range of well-known songs and nursery rhymes. Children sing, make music and experiment with sounds. Children use tools and instruments to make sound. Children move in time to the music and begin to keep a steady beat. Children dance to music. Children listen to and respond to music used for routine and instruction. Children perform music, songs, rhymes and poems to others.	Children will listen to and develop an understanding of music through history from medieval times to modern day. This will make links to their understanding of historical time periods and key events where appropriate. Children can find and keep a steady beat. Children can read, write and play simple rhythms including minims, crotchets, quavers and crotchet rests. Children can create their own 4-bar rhythms. Children will sing as a group and independently. Children will understand the concept of pitch. Children will listen to and repeat simple melodic patterns using a range of 3 notes.	Children will listen to and develop an understanding of music from around the world including music from a range of different religions, cultures and backgrounds. Where possible, links will be made to geography and PSHE (protected characteristics). Children can find and keep a steady beat. Children will sing as a group and independently. Children can read, write and play rhythms including semibreves, minims, crotchets, quavers, semiquavers and crotchet, semibreve and minim rests and will begin to understand some dotted rhythms. Children can play and understand time signatures 4/4, 3/4 and 2/4.	Children will listen to and develop an understanding of music from different genres including how each genre formed and the cultural and historical background information where appropriate. Where possible links will be made to PSHE (protected characteristics). Children can find and keep a steady beat in a range of time signatures. Children will sing as a group and independently. Children can read, write and play rhythms including semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests and will have understanding of other rhythms such as dotted rhythms syncopation and triplets. Children will have experience of different time signatures including duple and triple time.

	Children will play tuned percussion instruments using 3-note melodies learnt in sol-fa. Children will be able to play pitched instruments from simple notation. Children will begin to compose and improvise melodies of 3-notes using tuned percussion and/or voice. Children will practice and perform music that has been learnt in lesson.	Children will understand the notes of the pentatonic scale and the intervals between them. Children will be able to listen to and repeat patterns using the pentatonic scale. Children will understand notation for the pentatonic scale. Children will play tuned instruments using a pentatonic scale and perform as an ensemble. Children will compose simple melodies with ostinato accompaniment using the pentatonic scale. Children will begin to recognise the structure of simple songs. Children will be able to improvise a call and response pattern using known notes. Children will practice and perform music that has been learnt in lesson using standard notation. Children will understand and perform using varying dynamics. Children will understand how articulation affects performance.	Children will understand the notes of the diatonic major scale and the intervals between them. Children will be able to sing and play a melody in C major from notation. Children will begin to understand the tonality of major and minor. Children will play tuned percussion instruments using a diatonic major scale. Children will be able to harmonise and sing/play in 2 parts including rounds and cannons. Children will listen to and understand music within historical and cultural context and be able to identify its genre. Children will compose melodies with accompaniment using the C major scale. Children will write lyrics for a composition. Children will practice and perform music that has been learnt in lesson using standard notation and will create a holistic performance including detailed understanding of the inter-related elements of music.
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