

Wessex MAT Music Curriculum Model of Progression – EYFS to Year 4

Curriculum aim	EYSF	R	KS1	Y1	Y2	Lower KS2	Y3	Y4
Musicianship	<ul style="list-style-type: none"> <li>Start to <b>tap pulse</b> whilst singing/chanting</li> <li><b>Follow instructions/gestures</b> e.g start/stop</li> <li>Play <b>simple rhythms</b> mostly in time</li> </ul>		<ul style="list-style-type: none"> <li><b>Tap pulse</b> whilst singing</li> <li>Respond to <b>cues/gestures</b> of teacher to start/stop, sing with dynamics, change tempo etc.</li> <li>Perform actions or tap a <b>rhythmic ostinato</b>, generally in time, whilst singing</li> <li>Keep a regular pulse at varying tempos</li> <li>Identify <b>beat groupings</b> in music (2/3).</li> </ul>	123 123  123  123	123 123  123  12	<ul style="list-style-type: none"> <li>Respond to <b>non-verbal gestures</b> of teacher to demonstrate an understanding of singing/playing with expression.</li> <li>Play <b>body percussion / do actions</b> whilst singing showing an awareness of pulse/rhythm.</li> <li>Identify <b>beat groupings</b> in music (2/3/4)</li> </ul>	123  12  13	13  12  1
Singing	<ul style="list-style-type: none"> <li><b>Sing/chant simple songs/rhymes</b>, with a small range (e.g. <b>mi-so</b>), mostly in time with others (by memory), mostly matching pitch (e.g unison/call and response).</li> <li>Make different vocal sounds and experiment with voice.</li> </ul>		<ul style="list-style-type: none"> <li><b>Sing/chant</b> songs/rhymes with a small range (e.g <b>do-so</b>), <b>in time with others</b> (by memory), <b>generally in tune</b>, (e.g <b>unison, call and response, partner songs/simple 2 part rounds</b>)</li> <li>Make different vocal sounds and experiment with voice.</li> </ul>	123  123	123  123	<ul style="list-style-type: none"> <li><b>Sing more complex</b> (faster/minor key/longer phrases) <b>unison songs, 2-4 part rounds, call and response, partner songs and songs with simple harmonies</b>, by memory, in tune (a <b>greater range than a 5th</b>) with increasing accuracy/fluency/expression.</li> </ul>	123	123
Technical Skills (instruments)	<ul style="list-style-type: none"> <li>Play some percussion instruments with <b>some control</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Copy simple rhythms in time</b> on body percussion or percussion instruments, with control.</li> <li>Play <b>untuned percussion with control</b> and <b>tuned percussion with 2/3 notes</b>.</li> </ul>	23  23	23  23	<ul style="list-style-type: none"> <li><b>Play rhythms (copy or create) on percussion</b> instruments/body percussion, <b>in time, in layers with others</b>, with an awareness of groupings of beats (including rests).</li> <li>Learn to play <b>tuned percussion and other tuned instruments</b> using instrument-specific technique (e.g. <b>recorder</b>), with <b>3-5 notes</b>.</li> </ul>	13  23	123  3



						<ul style="list-style-type: none"> <li>• <b>Collaborate</b> with others to create a piece of music.</li> </ul>	3	13
Musical Response – physical/aural/written	<ul style="list-style-type: none"> <li>• <b>Respond</b> to fast/slow, high/low, loud/quiet, long/short through <b>movement or verbally</b></li> <li>• Start to <b>identify some instruments</b> by name and sound and understand that they sound different.</li> </ul>		<ul style="list-style-type: none"> <li>• Respond to <b>tempo/pitch/dynamic/structure</b> through movement or verbally.</li> <li>• Identify a sequence of sounds and recognise that <b>music can have a structure.</b></li> <li>• Start to <b>identify some more instruments</b> by name and sound and understand that they sound different.</li> <li>• Can <b>express an opinion</b> about a piece of music and talk about the <b>meaning</b> of the music</li> </ul>	12	123	<ul style="list-style-type: none"> <li>• Respond to <b>tempo/pitch/dynamic/structure</b> through movement or verbally.</li> <li>• Start to describe how the use of <b>musical elements</b> affect the <b>intent of the music.</b></li> <li>• Identify a sequence of sounds and recognise <b>repetition and contrasting</b> sections (structure).</li> <li>• Start to <b>identify different layers</b> within music they hear (e.g melody, accompaniment, ostinato, bass line)</li> <li>• Identify more instruments and <b>categorise instruments.</b> E.g instruments of the orchestra.</li> <li>• Recognise the sound of <b>major and minor</b> chords/melodies.</li> <li>• Start to describe music using <b>musical vocabulary.</b></li> <li>• <b>Express an opinion</b> about a piece of music and talk about the <b>meaning</b> of the music.</li> </ul>	13	13
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Music in context (time and place)						<ul style="list-style-type: none"> <li>• Show an understanding that music comes in <b>different styles</b> and from <b>different times and places.</b></li> </ul>	23	123
Elements of Music	Some awareness of: Pitch - High/Low Dynamic - Loud/Quiet Tempo - Fast/Slow Pulse		Pitch - High/Low/ Melody Dynamic - Loud/ Quiet/ crescendo/ diminuendo Tempo - Fast/Slow Pulse / Beat Rhythm (and how different from pulse) Long/short sounds Structure – Ostinato/ Round			Pitch Melody - High/Low/ rising/falling/ step/leap / pentatonic scale Harmony – Major/minor chords / drone Tonality – Major / minor Dynamic - Loud/Quiet/ crescendo/ diminuendo Tempo - Fast/Slow		

		Instrument names (especially percussion instruments they might play) Timbre		Pulse / Beat / Downbeat Rhythm (and how different from pulse) Long/short sounds Structure – Ostinato / Call and response / Round Unison Solo Layered Stave Crotchet/ quavers/semi-quavers/ minim/rest (including vocalisations e.g. Ta Tete, tika tika, ta-a, shh ). Timbre - Strings, Woodwind, Brass, Percussion, keyboard		
Repertoire		<p><b>Year 1</b> Year 1 DASP Singing Curriculum 1 Spiegel im Spiegel 1 Pizzicato Polka 1 Radetzky March 2 You've Got a Friend in Me 2 Can't Stop the Feeling 2 Happy 2 Count on Me 2 Superman Film Music 2 In the Hall of the Mountain King 2 Batman TV theme 2 The Incredibles theme 3 Peter and the Wolf 3 Carnival of the Animals</p> <p><b>Year 2</b> Year 2 DASP Singing Curriculum 1 Spiegel im Spiegel 1 Pizzicato Polka 1 Radetzky March 2 Kye Kye Kule (Ghanaian) 2 Sea Interlude 2 The Lark Ascending 2 Amerique</p>		<p><b>Year 3</b> Hey You Get with the Flow Crazy Glue Oranges and Lemons Hullabaloo belay Dipidu Engine Engine Queen Caroline Diddle Diddle Dumpling Year 3 DASP Singing Curriculum Recorder pieces from Razzamajazz Recorder tutor Mars by Gustav Holst Chest Chest Knee Toe Lil Liza Jane Song of the Dragon Traditional Chinese music</p> <p><b>Year 4</b> Year 4 DASP Singing Curriculum (including 'Ooh la la lay (2 part round) and 'Mango Mango' (3 part riff-based song) Traditional Samba Music</p>		

		<p>3 Once a Man Fell in a Well</p> <p>3 Danse Macabre</p> <p>3 Hansel and Gretel opera</p>			<p>Clap the rhythm with me</p> <p>Boom, snap, clap</p> <p>Give me one</p> <p>Bim bum</p> <p>I think I heard you call to me</p> <p>I walked to the end of the road</p> <p>Scooby doo song</p> <p>In C – by Terry Riley</p> <p>A Night on the Bare Mountain by Mussorgsky</p> <p>Ah Poor Bird</p> <p>Bumblebee Tuna</p> <p>Rock around the clock</p> <p>Blue Suede Shoes</p> <p>Oh Boy</p> <p>Born to Hand Jive</p>		
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#### EYFS Stem Sentences (an awareness of these only)

- ✓ **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- ✓ **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- ✓ **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- ✓ **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- ✓ **Ta** and **Tete** tell us how long or short the sounds are.

#### KS1 Stem Sentences

- ✓ **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- ✓ **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- ✓ **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- ✓ **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- ✓ **Ta** and **Tete** tell us how long or short the sounds are.
- ✓ **Timbre** is the type of sound. Which instrument has a metallic timbre?
- ✓ **Beat** is when the pulse is put into groups. How many beats are there in this music?
- ✓ A **rest** is a 'shh' note.
- ✓ **Melody** is the tune. Let's all sing the melody.
- ✓ **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- ✓ **Structure** is the order of the sounds.

- ✓ **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- ✓ A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.

Lower KS2 Sentences (in addition to KS1 sentences)

- ✓ **Unison** is when everyone sings or plays the same thing at the same time. Let's sing this song in unison.
- ✓ **Call and response** is when one person sings and everyone sings something after them. This song uses call and response.
- ✓ A **Drone** is a long note held under a melody. Let's accompany this song with a drone.
- ✓ **Tonality** describes whether a piece is major or minor.
- ✓ **Major** tonality sounds happy
- ✓ **Minor** tonality sound sad
- ✓ The **pentatonic** scale has five notes. 'Lil Liza Jane' is a pentatonic melody.