



Subject: Music

Concepts: *Safety and Wellbeing - 'The best me I can be!'*

Subject Drivers: *PE, PSHE and Science. RE, Geography and History*

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		Greater Depth
	F1 Three and Four Year Olds	F2 Reception	Y1	Y2	
Performing	<p>Communication and Language Sing a large repertoire of songs.</p> <p>Physical Development Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Expressive Arts and Design Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Communication and Language Learn rhymes, poems and songs.</p> <p>Physical Development Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore and engage in music making and dance,</p>	<ul style="list-style-type: none"> ● Play tuned and untuned instruments musically. ● <i>Play musical instruments with expression and control, listening and observing carefully.</i> <p><i>Identify the beat and join in getting faster and slower together.</i></p>	<ul style="list-style-type: none"> ● Play tuned and untuned instruments musically. ● <i>Play musical instruments with expression and control, listening and observing carefully.</i> ● <i>Identify the beat and join in getting faster and slower together.</i> 	

		performing solo or in groups.			
Composing	<p>Expressive Arts and Design</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Expressive Arts and Design</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> Choose sounds which create an effect. Select and order sounds within simple structures and sounds in response to given starting points. <p><i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i></p>	<ul style="list-style-type: none"> Choose sounds which create an effect. Select and order sounds within simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch. 	
Appraising	<p>Expressive Arts and Design</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Communication and Language</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Expressive Arts and Design Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> Recognise and explore how sounds can be organised. <p><i>Respond to a range of high-quality live and recorded music.</i></p>	<ul style="list-style-type: none"> Recognise and explore how sounds can be organised. Respond to a range of high-quality live and recorded music. 	

Key Vocabulary	Sing, song, nursery rhyme, action, rhythm, rhyme, music, repeat, change, loud, quiet, fast, slow, whisper, shout, beat.	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music, perform, audience, change, instruments, live, listen, observe, record, play, musical.		



Subject: Music

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: PE, PSHE and Science. RE, Geography and History

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		Greater Depth
	F1 Three and Four Year Olds	F2 Reception	Y1	Y2	
Performing	<p>Communication and Language Sing a large repertoire of songs.</p> <p>Physical Development Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Expressive Arts and Design Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Communication and Language Learn rhymes, poems and songs.</p> <p>Physical Development Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore and engage in music making and dance,</p>	<ul style="list-style-type: none"> ● Play tuned and untuned instruments musically. ● <i>Play musical instruments with expression and control, listening and observing carefully.</i> ● <i>Identify the beat and join in getting faster and slower together.</i> ● <i>Begin to sing in tune with expression and control.</i> ● <i>Recall, perform and accompany simple songs, sequences and rhythmic patterns.</i> 	<ul style="list-style-type: none"> ● Play tuned and untuned instruments musically. ● <i>Play musical instruments with expression and control, listening and observing carefully.</i> ● <i>Identify the beat and join in getting faster and slower together.</i> ● <i>Begin to sing in tune with expression and control.</i> ● <i>Recall, perform and accompany simple songs, sequences and rhythmic patterns.</i> 	

		performing solo or in groups.			
Composing	<p>Expressive Arts and Design</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Expressive Arts and Design</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> 	<ul style="list-style-type: none"> ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> 	
Appraising	<p>Expressive Arts and Design</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Communication and Language</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Expressive Arts and Design Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> ● <i>Respond to a range of high-quality live and recorded music.</i> 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> ● <i>Respond to a range of high-quality live and recorded music.</i> 	

Key Vocabulary	Sing, song, nursery rhyme, action, rhythm, rhyme, music, repeat, change, loud, quiet, fast, slow, whisper, shout, beat.	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music, perform, audience, change, instruments, live, listen, observe, record, play, musical.		
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Subject: Music

Term: Spring Term 1

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT, History, Science.*

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Performing	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Creates movement in response to music. 	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Play musical instruments with expression and control, listening and observing carefully. Identify the beat and join in getting faster and slower together. Begin to sing in tune with expression and control. Perform long and short sounds in music in response to symbols. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Play musical instruments with expression and control, listening and observing carefully. Identify the beat and join in getting faster and slower together. Begin to sing in tune with expression and control. Perform long and short sounds in music in response to symbols. 	
Composing	<ul style="list-style-type: none"> Sings to self and makes up simple songs. Makes up rhythms. 	<ul style="list-style-type: none"> Explores the different sounds of instruments. 	<ul style="list-style-type: none"> Choose sounds which create an effect. Select and order sounds within simple structures and sounds 	<ul style="list-style-type: none"> Choose sounds which create an effect. Select and order sounds within simple structures and sounds 	

	<ul style="list-style-type: none"> ● Taps out simple repeated rhythms. ● Explores and learns how sounds can be changed. 		<p>in response to given starting points.</p> <ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch. ● Represent sounds with symbols. 	<p>in response to given starting points.</p> <ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch. ● Represent sounds with symbols. 	
Appraising	<ul style="list-style-type: none"> ● Imitates movement in response to music. ● Beginning to move rhythmically. ● Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Recognise and explore how sounds can be organised. ● Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Recognise and explore how sounds can be organised. ● Respond to a range of high-quality live and recorded music. 	
Key Vocabulary	Sing, song, nursery rhyme, action, rhythm, rhyme, music, repeat, change, loud, quiet, fast, slow, whisper, shout, beat.	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music, perform, audience, change, instruments, live, listen, observe, record, play, musical.		



Subject: Music

Concepts: Time & Change – ‘Back to the Future’

Subject Drivers: DT, Art, ICT, History, Science

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Performing	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Creates movement in response to music. 	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Play musical instruments with expression and control, listening and observing carefully.</i> <i>Identify the beat and join in getting faster and slower together.</i> <i>Begin to sing in tune with expression and control.</i> <i>Recall, perform and accompany simple</i> 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Play musical instruments with expression and control, listening and observing carefully.</i> <i>Identify the beat and join in getting faster and slower together.</i> <i>Begin to sing in tune with expression and control.</i> <i>Recall, perform and accompany simple</i> 	

			<p><i>songs, sequences and rhythmic patterns.</i></p> <ul style="list-style-type: none"> ● <i>Perform long and short sounds in music in response to symbols.</i> 	<p><i>songs, sequences and rhythmic patterns.</i></p> <ul style="list-style-type: none"> ● <i>Perform long and short sounds in music in response to symbols.</i> 	
Composing	<ul style="list-style-type: none"> ● Sings to self and makes up simple songs. ● Makes up rhythms. ● Taps out simple repeated rhythms. ● Explores and learns how sounds can be changed. 	<ul style="list-style-type: none"> ● Explores the different sounds of instruments. 	<ul style="list-style-type: none"> ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> ● <i>Represent sounds with symbols.</i> 	<ul style="list-style-type: none"> ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> ● <i>Represent sounds with symbols.</i> 	
Appraising	<ul style="list-style-type: none"> ● Imitates movement in response to music. ● Beginning to move rhythmically. ● Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> ● <i>Respond to a range of high-quality live and recorded music.</i> 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> ● <i>Respond to a range of high-quality live and recorded music.</i> 	
Key Vocabulary	Sing, song, nursery rhyme, action, rhythm, rhyme, music, repeat, change,	High, low, quick, slow, beat, rhythm, rhyme,	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing,		

	loud, quiet, fast, slow, whisper, shout, beat.	pitch, volume, expression, sing, song, music	song, music, perform, audience, change, instruments, live, listen, observe, record, play, musical.		
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Halfway Nursery Infant School
Whole School Progression Map



Subject: Music

Term: Summer Term 1

Concepts: Conservation 'Our Wonderful World'

Subject Drivers: Geography, Science and PSHE. Art, DT, ICT

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		Greater Depth
	End points F1	End points F2	End points Y1	End points Y2	
Performing	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Creates movement in response to music. Begins to build a repertoire of songs and dances. (40-60m) 	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Children sing songs, make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Play musical instruments with expression and control, listening and observing carefully.</i> <i>Identify the beat and join in getting faster and slower together.</i> <i>Recall, perform and accompany simple</i> 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Play musical instruments with expression and control, listening and observing carefully.</i> <i>Identify the beat and join in getting faster and slower together.</i> <i>Recall, perform and accompany simple</i> 	<ul style="list-style-type: none"> <i>Perform with control and awareness of audience.</i>

			<p><i>songs, sequences and rhythmic patterns.</i></p> <ul style="list-style-type: none"> ● <i>Perform long and short sounds in music in response to symbols.</i> 	<p><i>songs, sequences and rhythmic patterns.</i></p> <ul style="list-style-type: none"> ● <i>Perform long and short sounds in music in response to symbols.</i> 	
Composing	<ul style="list-style-type: none"> ● Sings to self and makes up simple songs. ● Makes up rhythms. ● Taps out simple repeated rhythms. ● Explores and learns how sounds can be changed. ● Explores the different sounds of instruments. (40-60m) 	<ul style="list-style-type: none"> ● Explores the different sounds of instruments. 	<ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using the inter-related dimensions of music. ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> ● <i>Represent sounds with symbols.</i> 	<ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using the inter-related dimensions of music. ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> ● <i>Represent sounds with symbols.</i> 	<ul style="list-style-type: none"> ● <i>Explore the way sounds can be combined and used expressively.</i> ● <i>Improvise repeated patterns.</i> ● <i>Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.</i>
Appraising	<ul style="list-style-type: none"> ● Imitates movement in response to music. ● Beginning to move rhythmically. ● Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● They represent their own ideas, thoughts and feelings through 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> 	<ul style="list-style-type: none"> ● <i>Begin to recognise, recall and perform simple rhythmic patterns.</i> ● <i>Recognise and explore different combinations of pitch sounds.</i>

		design and technology, art, music, dance, role play and stories.	<ul style="list-style-type: none"> Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> Respond to a range of high-quality live and recorded music. 	
Key Vocabulary	Sing, song, nursery rhyme, action, rhythm, rhyme, music, repeat, change, loud, quiet, fast, slow, whisper, shout, beat.	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music, perform, audience, change, instruments, live, listen, observe, record, play, musical.		



Subject: Music

Concepts: Enterprise, Inspiration and Aspiration – ‘When I grow up...’

Subject Drivers: *Geography, Science and PSHE. Art, DT, ICT.*

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		Greater Depth
	End points F1	End points F2	End points Y1	End points Y2	
Performing	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Begins to build a repertoire of songs and dances. (40-60m) 	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Children sing songs, make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Play musical instruments with expression and control, listening and observing carefully.</i> <i>Identify the beat and join in getting faster and slower together.</i> <i>Begin to sing in tune with expression and control.</i> <i>Recall, perform and accompany simple</i> 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Play musical instruments with expression and control, listening and observing carefully.</i> <i>Identify the beat and join in getting faster and slower together.</i> <i>Begin to sing in tune with expression and control.</i> <i>Recall, perform and accompany simple</i> 	<ul style="list-style-type: none"> <i>Begin to sing in tune expressively with an awareness of beat and rhythm.</i> <i>Perform with control and awareness of audience.</i>

			<p><i>songs, sequences and rhythmic patterns.</i></p> <ul style="list-style-type: none"> ● <i>Perform long and short sounds in music in response to symbols.</i> 	<p><i>songs, sequences and rhythmic patterns.</i></p> <ul style="list-style-type: none"> ● <i>Perform long and short sounds in music in response to symbols.</i> 	
Composing	<ul style="list-style-type: none"> ● Taps out simple repeated rhythms. ● Explores and learns how sounds can be changed. ● Explores the different sounds of instruments. (40-60m) 	<ul style="list-style-type: none"> ● Explores the different sounds of instruments. 	<ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using the inter-related dimensions of music. ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> ● <i>Represent sounds with symbols.</i> 	<ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using the inter-related dimensions of music. ● <i>Choose sounds which create an effect.</i> ● <i>Select and order sounds within simple structures and sounds in response to given starting points.</i> ● <i>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.</i> ● <i>Represent sounds with symbols.</i> 	<ul style="list-style-type: none"> ● <i>Explore the way sounds can be combined and used expressively.</i> ● <i>Improvise repeated patterns.</i> ● <i>Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.</i>
Appraising	<ul style="list-style-type: none"> ● Imitates movement in response to music. ● Beginning to move rhythmically. 	<ul style="list-style-type: none"> ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● They represent their own ideas, thoughts and feelings through 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <i>Recognise and explore how sounds can be organised.</i> 	<ul style="list-style-type: none"> ● <i>Begin to recognise, recall and perform simple rhythmic patterns.</i> ● <i>Recognise and explore different combinations of pitch sounds.</i> ● <i>Listen carefully and recognise patterns</i>

		design and technology, art, music, dance, role play and stories.	<ul style="list-style-type: none"> • <i>Respond to a range of high-quality live and recorded music.</i> 	<ul style="list-style-type: none"> • <i>Respond to a range of high-quality live and recorded music.</i> 	<i>and increase aural memory.</i>
Key Vocabulary	Sing, song, nursery rhyme, action, rhythm, rhyme, music, repeat, change, loud, quiet, fast, slow, whisper, shout, beat.	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music	High, low, quick, slow, beat, rhythm, rhyme, pitch, volume, expression, sing, song, music, perform, audience, change, instruments, live, listen, observe, record, play, musical.		