



Music Learning Sequence

EARLY YEARS PROVISION	Nursery (Birth to Five Matters)			Reception: <u>Early Learning Goal: Being Imaginative and Expressive</u>		
	Listening: Matching music heard to pictures; Describes the sound of instruments; Creates visual representation of sounds, instruments and pieces of music.			Listening: Think abstractly about music and express physically or verbally, e.g. 'This music sounds like floating' Distinguish and describe changes in music; begin to compare music; Associate genres of music with characters and stories; Begin to anticipate when music is going to change e.g. when music is going to get louder or faster		
	Vocalising and Singing: Can repeat phrases of songs and may sing entire songs; Creates sounds in vocal sounds games; Has strong preferences for songs they like to listen to.			Vocalising and Singing: Children will be expected to sing a range of well-known nursery rhymes and songs; Pitch matches using voice; Sings entire songs; May enjoy performing, solo or in a group; Able to sing a melodic shape with increasing confidence.		
	Moving and Dancing: Clap or tap to the pulse of the music being listened to or sung; Interprets the sound of instruments e.g. Tiptoes to the sound of a xylophone; Physically imitates the actions of musicians e.g. pretends to play the trumpet or guitar.			Moving and Dancing: Moves to the sound of instruments e.g. walks, hops, jumps to the beat of drum; Beginning to combine moving, singing and playing instruments e.g. marching, tapping whilst singing; Moves in time with the pulse of music being listened to and physically responds to changes; Replicates familiar choreographed dances e.g. imitates movements to pop songs;		
	Exploring and Playing: Add sound effects to stories; Listens and responds to others in a pair or group; Play instruments with control to play loud/quiet, fast/slow; Can begin to show control when holding a percussion instrument.			Exploring and Playing: Can show respect and care for instruments; Creates music based on a theme e.g. sounds of the seaside; Keeps a steady beat whilst playing an instrument; May play along to the beat of a song they are listening to; Begin to tap rhythm to accompany words (linked to Early Reading).		
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform (Singing)	<ul style="list-style-type: none"> Use their voices expressively to speak and chant and tap/clap in rhythm. Use voices to create different sounds such as sirening. 	<ul style="list-style-type: none"> Sing songs with increasing melodic and rhythmic accuracy within a limited pitch (not too high or low) and explore basic dynamic changes. Recognise phrase lengths and use this to breathe at the right time 	<ul style="list-style-type: none"> Use voices to create and control sounds (including changing tempo/speed, dynamics/ volume and pitch) Keep in time with a steady pulse when chanting, singing or moving 	<ul style="list-style-type: none"> Sing longer and more complex songs with the range of an octave, in tune, with increased expression and control of dynamics (loud, medium, quiet, crescendo, decrescendo). Sing in tune alone as well as in a group 	<ul style="list-style-type: none"> Sing songs in unison and maintain their own part when singing rounds or songs written in two parts Sing with developing breath control, posture and sound projection. Sing songs with an awareness of metre, feeling the pulse on the 	<ul style="list-style-type: none"> Sing songs in unison and in two parts showing understanding of how the harmonies fit together. Rehearse with others, showing an awareness of how to evaluate their work. Breathe in agreed places to identify phrases

	<ul style="list-style-type: none"> Sing short songs within a limited range. Sing in a group. 	<p>whilst beginning to pay attention to posture</p> <ul style="list-style-type: none"> Sing back short melodic patterns by ear, and short melodic patterns from dot notation, gesture or symbols using two or three different pitches Follow the shape of the melody when singing songs using hands/ arms or gesture 	<ul style="list-style-type: none"> Sing short songs within an extended range. Be aware of correct posture while singing. 	<ul style="list-style-type: none"> Make improvements to singing during rehearsals Use graphic notation to illustrate the shape and formation of a melody In a larger group, sing a round and/or partner song in two parts. 	<p>strong beat and control with pitch.</p> <ul style="list-style-type: none"> Follow graphic or traditional notation to develop a better understanding of the shape of a melody. 	<ul style="list-style-type: none"> Follow graphic or traditional notation when singing songs Be able to sing with confidence in a smaller group or solo part.
Perform (Playing)	<ul style="list-style-type: none"> Maintain the pulse using tuned and un-tuned instruments Follow a conductor, responding to a range of gestures for: start/ stop, loud/quiet, fast/slow. Have a go at conducting themselves Create and follow symbols to represent sounds Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments 	<ul style="list-style-type: none"> Handle and play a variety of tuned and un-tuned instruments with control Copy short rhythmic patterns on untuned percussion instruments, keeping a steady pulse Play together using symbols as a support Perform long/short, loud/ quiet sounds in response to symbols 	<p>Instrument: Recorder</p> <ul style="list-style-type: none"> Play short rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Play short melodic patterns on recorders and notate them using letter notation. Create and control sounds on instruments (including changing tempo/speed, dynamics/ volume and pitch) Play new pieces by ear and from visual symbols 	<p>Instrument: Recorder</p> <ul style="list-style-type: none"> Perform a simple rhythmic part, including rests, on un-tuned percussion. Play a simple melodic part, from letter notation, on glockenspiel and recorder Maintain a part in a group performance showing awareness of other parts Play new pieces from simple notation Begin to be able to evaluate their own playing Make improvements to playing and performances 	<p>Instrument: Glockenspiel/Ukulele</p> <ul style="list-style-type: none"> Play instruments (glockenspiels or ukuleles) with more control and rhythmic accuracy Perform a cyclic pattern such as a rhythmic pattern, repeated and layered with other patterns or melodies Be able to play more challenging pulse activities Play parts on tuned and untuned instruments from simple staff notation. Evaluate in order to refine and improve their own and others' work 	<p>Instrument: Glockenspiel/Ukulele</p> <ul style="list-style-type: none"> Perform parts from memory and from simple notation Rehearse with others, showing an awareness of how to evaluate their work and achieve a high quality performance Be aware of other parts when playing an independent part Begin to be able to use the inter dimensions of music to effect when playing, such as changing tempo, using dynamics, playing staccato or legato depending on the piece.
Compose	<ul style="list-style-type: none"> Make sounds and recognise how they can communicate ideas. e.g. make sound effects to 	<ul style="list-style-type: none"> Experiment and change sounds to improve an intended effect Explore the effect of silence 	<ul style="list-style-type: none"> Improvise and devise melodic phrases using a limited range of notes Compose sequences using notated rhythms 	<ul style="list-style-type: none"> Create simple rhythmic patterns, melodies and accompaniments using voice, instruments and technology and use 	<ul style="list-style-type: none"> Improvise rhythmic patterns over a steady beat with confidence Layer different rhythmic patterns with an understanding of how 	<ul style="list-style-type: none"> Improvise melodic and rhythmic phrases in a variety of styles and genres. Develop rhythmic and melodic material from

	<p>a story, poem or picture</p> <ul style="list-style-type: none"> • Explore different sounds using their voices and body percussion • Suggest which instruments would be good to make a particular sound • Create and choose sounds in response to a stimulus. e.g. a jungle picture, jack and the beanstalk story 	<ul style="list-style-type: none"> • Make various sound effects using body percussion, voices and instruments to describe thematic words or ideas • Select sounds carefully in response to a story or an idea and suggest how they could be added to depict ideas in a composition or soundscape • Match instruments appropriately to particular sounds e.g. a guiro for a crackling fire • Create short phrases and tap them out • Make up simple two or three note tunes or songs. 	<ul style="list-style-type: none"> • Experiment with untuned instruments, improvise rhythms • Use ICT/ electronic devices to record, change and manipulate sounds. 	<p>musically based symbols to record their work</p> <ul style="list-style-type: none"> • Create layers of sound within a composition, showing an understanding of how sounds fit together. For example playing a melody over a drone • Be aware of the structure of a song or piece of music and be able to apply a similar structure to their own compositions 	<p>they interplay against a background pulse</p> <ul style="list-style-type: none"> • Create music which shows an understanding of simple structure. • Use ICT to change and manipulate sounds 	<p>their own exploration and improvisational activities</p> <ul style="list-style-type: none"> • Use different notations to record and create. • Use ICT to change and manipulate sounds • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Transcribe	<ul style="list-style-type: none"> • Be able to 'draw' sounds using graphic notation. • Understand the difference between a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> • Recognise and begin to use dot notation. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. 	<ul style="list-style-type: none"> • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> • Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
Listen/ Appraise	<ul style="list-style-type: none"> • Listen to different sounds 	<ul style="list-style-type: none"> • Listen and respond to a variety of music form 	<ul style="list-style-type: none"> • Learn new songs and melodies quickly. 	<ul style="list-style-type: none"> • Identify rhythmic and melodic patterns, instruments and 	<ul style="list-style-type: none"> • Listen "actively" with concentration to longer 	<ul style="list-style-type: none"> • Listen "actively" with concentration to longer

	<p>in the environment</p> <ul style="list-style-type: none"> • Listen to pieces of music that describe e.g. a bumblebee/ fireworks etc • Respond to sounds by likening them to a character or mood and whether they like/dislike them. • Use instruments to copy back 4 beat rhythm patterns • Begin to be aware of the inter dimensions they can hear in a piece of music. E.g. quiet/ loud, high/low, fast/ slow 	<p>different styles, genres and traditions</p> <ul style="list-style-type: none"> • Express their own thoughts and feelings about music and respond in different ways giving simple reasons for their response • Have a growing awareness of the different instruments they can hear and be able to describe the sound of them • Begin to use musical vocabulary to describe music. • Listen for and identify some of the inter-related dimensions of music (dynamics, pitch and timbre, pulse, rhythm, sound effects and so on). 	<ul style="list-style-type: none"> • Be able to sing and play from memory • Begin to use musical vocabulary when discussing/ improving their own work. • Use an increasing musical vocabulary to discuss likes and dislikes. • Recognise changes in the music they are listening to. 	<p>repetitions of sounds/ patterns</p> <ul style="list-style-type: none"> • Listen for and recognise an increasing amount of inter-related dimensions of music when appraising a piece of music. • Recognise that different eras have different genres and styles of music. 	<p>pieces of instrumental and vocal music</p> <ul style="list-style-type: none"> • Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music. • Recognise and begin to discuss some eras in music. • Identify different meters in pieces of music • Evaluate their own and the work of their peers using appropriate musical vocabulary, discussing what is successful/unsuccessful and why. 	<p>pieces of instrumental and vocal music</p> <ul style="list-style-type: none"> • Be able to discuss how music has different intentions • Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music • Discuss more eras in musical history, describing distinguishing musical features between them and offering preferences. • Analyse elements and features within different pieces of music (e.g. compare melodies) •
--	--	---	--	---	--	--