

## Music progression map

	EYFS	Year 1	Year 2
Exploring sounds	<ul style="list-style-type: none"> <li>Short pieces of recorded music in contrasting styles and genres, are incorporated into many starting points, enabling children to listen and respond informally to what they hear. Ideas for developing dance and movement are offered in the 'Musical learning' sections, but children's independent and untutored responses are to be encouraged and cherished.</li> <li>Children develop so rapidly in their early years and changes can take place in the minute on a daily basis. As a key person or practitioner working with young children, it is so important to know about children's interests and what motivates and excites them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</li> <li>The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</li> <li>The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</li> <li>The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</li> </ul>	<ul style="list-style-type: none"> <li>The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</li> <li>The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</li> <li>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</li> <li>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</li> </ul>
Beat	<ul style="list-style-type: none"> <li>'Pulse' is the underlying, constant strong beat that is heard in most Western music – the one on which you instinctively tap your foot or clap your hands (think of soldiers marching with their steps coinciding exactly to the pulse of a brass band piece!). An ability</li> </ul>	<ul style="list-style-type: none"> <li>The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</li> <li>The children develop an understanding of metre – groups of</li> </ul>	<ul style="list-style-type: none"> <li>The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</li> <li>The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</li> </ul>

	<p>to 'mark the pulse' is an important stage in a child's musical development. By modelling the pulse through your actions, walking patterns or by playing an instrument/soundmaker, you will help children to begin to recognise and 'feel' the pulse, independently.</p>	<p>steady beat – through counting, body percussion and reading scores.</p> <ul style="list-style-type: none"> <li>• The children respond with their bodies to steady beat and rhythm in music. They experience combining</li> <li>• rhythm patterns with steady beat, using body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</li> <li>• Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</li> </ul>
Pitch	<ul style="list-style-type: none"> <li>• Pitch-matching skills develop over time, and become embedded if children are given the opportunity to listen to well-modelled singing, whether live or recorded, and then encouraged to copy accurately. This is why it is so important to sing regularly with children and to use appropriate song material. This best practice is the bedrock of lifelong music-making: to be able to listen to, recognise and replicate different notes and melodies.</li> <li>• One feature of EYFS songs is known as 'cuckoo' notes: a higher note followed by one a couple of 'steps' lower. Sing 'cuckoo' yourself, and you'll understand immediately. 'Cuckoo' notes are always present in young children's improvised 'sing-song' tunes, which arise naturally as they experiment playfully with their voices. This is a universal feature of vocal development found in most</li> </ul>	<ul style="list-style-type: none"> <li>• The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</li> <li>• The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</li> <li>• The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</li> <li>• The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</li> <li>• The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</li> </ul>

	<p>countries and cultures, and so composers of EYFS songs use 'cuckoo notes' in their songwriting to build on children's early vocal experimentation, and to help develop listening and accurate pitching.</p>		
Performance	<ul style="list-style-type: none"> <li>• Song melodies (or tunes), are constructed in different ways, which is what makes them interesting and appealing to our ears. EYFS songs are composed very carefully to make them appropriate for young and under-developed voices. Composers of EYFS material consider the note range (in other words, the highest and lowest notes), and their tunes include notes that mostly 'sit' next door to each other, like the notes in a 'scale' (think of those up and down exercises that pianists practise!). This means that young singers don't have to attempt big vocal leaps and, therefore, the best EYFS tunes are easy to sing and memorise.</li> </ul>	<ul style="list-style-type: none"> <li>• The children develop their performance skills and learn songs about travel and transport from around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</li> </ul>