

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

						<ul style="list-style-type: none"> • Collaborate with others to create a piece of music. 	3	13
Musical Response – physical/aural/written	<ul style="list-style-type: none"> • Respond to fast/slow, high/low, loud/quiet, long/short through movement or verbally • Start to identify some instruments by name and sound and understand that they sound different. 		<ul style="list-style-type: none"> • Respond to tempo/pitch/dynamic/structure through movement or verbally. • Identify a sequence of sounds and recognise that music can have a structure. • Start to identify some more instruments by name and sound and understand that they sound different. • Can express an opinion about a piece of music and talk about the meaning of the music 	123	123	<ul style="list-style-type: none"> • Respond to tempo/pitch/dynamic/structure through movement or verbally. • Start to describe how the use of musical elements affect the intent of the music. • Identify a sequence of sounds and recognise repetition and contrasting sections (structure). • Start to identify different layers within music they hear (e.g melody, accompaniment, ostinato, bass line) • Identify more instruments and categorise instruments. E.g instruments of the orchestra. • Recognise the sound of major and minor chords/melodies. • Start to describe music using musical vocabulary. • Express an opinion about a piece of music and talk about the meaning of the music. 	123	123
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Music in context (time and place)						<ul style="list-style-type: none"> • Show an understanding that music comes in different styles and from different times and places. 	23	123
Elements of Music (musical vocabulary)	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		Year 1 Year 1 Wessex 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 Year 2 Year 2 Wessex Singing Curriculum 1 Spiegel im Spiegel 1 Pizzicato Polka 1 Radetzky March 2 Kye Kye Kule (Ghanaian) 2 Sea Interlude		Year 3 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 Rock around the clock Blue Suede Shoes Oh Boy Born to Hand Jive		

		2 The Lark Ascending 2 Amerique 3 Once a Man Fell in a Well 3 Danse Macabre 3 Hansel and Gretel opera			Year 4 Year 4 Wessex Singing Curriculum (including 'Ooh la la lay (2 part round) and 'Mango Mango' (3 part riff-based song) Traditional Samba Music I walked to the end of the road Scooby doo song A Night on the Bare Mountain by Mussorgsky Ah Poor Bird Bumblebee Tuna		
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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.