



## Music Curriculum Progression Overview

Hedgewood School Music Progression			
	<u>Overview (Stage 1a, 1b &amp; 1c)</u>	<u>Songs</u>	<u>Vocabulary</u>
Pre-Phase 1 (EFL)	<p><b>Listening and Understanding:</b> <span style="color: red;">Make choices for song and instruments, request music electronics</span>, explore single sounds and notes, encounter different beats, dynamics and tempos.</p> <p><b>Controlling:</b> <span style="color: blue;">Follow directions to play/stop</span>, <span style="color: orange;">experience and tolerate a range of body sounds, tolerate struck and shaken instruments, react to different instruments/songs</span>, <span style="color: green;">sporadically participate in a band, sporadically participate in a choir, listen to music as part of down time</span></p> <p><b>Creating:</b> Encounter and experience sounds in different environments, explore single sounds, <span style="color: orange;">join in with music activities, react to sounds made by themselves and others</span></p> <p><b>Responding and Reviewing:</b> <span style="color: orange;">Experience and tolerate a range of songs and instruments</span></p> <p style="text-align: center;"><u>Skills</u></p> <p><span style="color: red;">Making Requests</span>, <span style="color: green;">Leisure</span>, <span style="color: blue;">Following Directions</span>, <span style="color: black;">Completing brief tasks</span>, <span style="color: orange;">Tolerate</span></p>	<p style="text-align: center;"><u>Action songs/Classic nursery rhymes</u></p> <ul style="list-style-type: none"> <li>- Twinkle twinkle</li> <li>- If you are happy and you know it.</li> <li>- I'm a little teapot</li> <li>- Baby shark</li> <li>- Head, shoulders, knees and toes.</li> </ul>	<ul style="list-style-type: none"> <li>- Loud (Dynamics)</li> <li>- Quiet (Dynamics)</li> <li>- Fast (Tempo)</li> <li>- Slow (Tempo)</li> </ul>
			<p style="text-align: center;"><u>Instruments</u></p> <ul style="list-style-type: none"> <li>- Maracas</li> <li>- Egg shakers</li> <li>- Tambourines</li> <li>- Claves</li> <li>- Triangles</li> <li>- Bells</li> </ul>



Phase 1	<p style="text-align: center;"><u>Overview (Stage 2 &amp; 3)</u></p> <p><b>Listening and Understanding:</b> Distinguish between different sounds, recognise the source of sounds, respond to different 3D objects making sounds, makes sounds in different ways (voice, body, instrumental and environmental), Recognise and respond to cue cards, <b>Sort and match instruments</b></p> <p><b>Controlling:</b> Combine a range of imitated vocal sounds, engage in rhythmic play, begin to join in with familiar songs, <b>match a wider range of sounds, tap simple rhythms, be part of a musical activities, begin to demonstrate vocal control, begin to maintain a steady beat, copy patterns, join in group music activities.</b></p> <p><b>Creating:</b> Explore and enjoy how sounds are made, <b>explore different sound makers, remember how to use different instruments, match sounds.</b></p> <p><b>Responding and Reviewing:</b> Show an awareness of sounds and silence, <b>respond to music through facial expressions or body language, move to music,</b> respond to vocab, show preference to music, <b>begin to describe very sharp/loud sounds,</b> listen with increased attention, <b>express preferences</b></p> <p style="text-align: center;"><u>Skills</u></p> <p><b>Mand, Tact, Listener responding, VP-MTS, Independent play, Social play, Motor imitation, Echoic</b></p>	<p style="text-align: center;"><u>Songs</u></p> <p><u>Action songs/Counting songs/Classic story songs</u></p> <ul style="list-style-type: none"> <li>- 5 Little monkeys</li> <li>- 5 Little speckled frogs</li> <li>- The Wheels on the bus</li> <li>- Once I've caught a fish alive</li> <li>- Alphabet song</li> <li>- Old McDonald</li> </ul>	<p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>- High (Pitch)</li> <li>- Low (Pitch)</li> <li>- Silence (Dynamics)</li> <li>- Smooth (Timbre)</li> <li>- Rattly (Timbre)</li> </ul>	<p style="text-align: center;"><u>Instruments</u></p> <ul style="list-style-type: none"> <li>- Tuned bells</li> <li>- Xylophones</li> <li>- Djembe</li> <li>- Floor drum</li> <li>- Cowbells</li> <li>- Keyboard</li> </ul>
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Phase 2	<p style="text-align: center;"><u>Skills (Stage 4 &amp; 5)</u></p> <p><b>Listening and Understanding:</b> Recognise that musical instruments are used for different purposes, Experience signs and symbols used in music, follow simple scores, match sounds included unseen instruments, use music to demonstrate different moods, group instruments by properties and sounds.</p> <p><b>Controlling:</b> Show vocal control in volume, pitch and chants. Demonstrate greater control when playing different instruments, develop accuracy when following a steady beat, follow musical instruction, have an extended repertorie of preferred songs/types of songs, use a dominant hand when playing instruments, copy and maintain a steady beat/pattern, communicate with your musical group – give some direction when turn taking, experience playing alone, in a pair and in a group.</p> <p><b>Creating:</b> Demonstrate how sounds can be made and changed on different instruments, demonstrate how sounds can change to show different moods, create sounds for stories, compose simple patterns and compositions, select sound makers for a specific effect.</p> <p><b>Responding and Reviewing:</b> Begin to listen to a greater range of music with increased focus, match a range of instrument, show tolerance to others choices, respond differently to different types of music, make links between music and events, use musical vocab to describe sounds, communicate ideas and opinions about their own work and the work of others, give suggestions on how to improve a piece, match movement to songs</p> <p style="text-align: center;"><u>Skills</u></p> <p><b>Listening and Understanding, Controlling, Creating, Responding and Reviewing – Hedgewood Workbook</b></p>	<p style="text-align: center;"><u>Songs</u></p> <p><u>Story songs/Choral songs/</u> <u>Multi instrument songs</u></p> <ul style="list-style-type: none"> <li>- Ants go marching</li> <li>- BINGO</li> <li>- Whole world</li> <li>- Mulberry bush.</li> <li>- My friend robot.</li> <li>- Walking through the jungle</li> <li>- Barefoot book songs</li> </ul>	<p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>- Higher (Pitch)</li> <li>- Lower (Pitch)</li> <li>- Echo (Structure)</li> <li>- Repeat (Structure)</li> <li>- Pattern (Structure)</li> <li>- Faster (Tempo)</li> <li>- Slower (Tempo)</li> </ul>	<p style="text-align: center;"><u>Instruments</u></p> <ul style="list-style-type: none"> <li>- Melodic piano</li> <li>- Keyboard</li> <li>- Ukelele</li> <li>- Recorder</li> <li>- Wide variety of percussion instruments: Shakers, drums, cowbell, tambourines, etc.</li> </ul>
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	<u>Overview (Stage 6 &amp; 7)</u>	<u>Composers/Styles/genres</u>	<u>Vocabulary</u>	<u>Instruments</u>
Phase 3	<p><b>Listening and Understanding:</b> Identify musical elements that cause a change in mood, recognise instruments and their function, combine musical elements for a desired effect, develop signs and symbols for music, communicate musical ideas, identify familiar instruments and their qualities</p> <p><b>Controlling:</b> increased control over their voices, steady beat with a range of instrument, show awareness of pitching, use instruments to add sound effects, rehearse alone, in pairs and in small groups, begin to use tuned instruments, keep to a steady pulse, develop hand eye coordination.</p> <p><b>Creating:</b> Improvise sound effects to match an event/dance/story, experiment with ways sounds can be made with tuned and untuned instruments, select and compose sound effect accompaniments for songs, compose steady beat patterns and rhythm patterns</p> <p><b>Responding and Reviewing:</b> Listen to emotion-evoking extracts, create characters and stories rooted in sounds, experience different contexts, respond to changes in mood and describe them, use vocab accurately to describe sounds and songs, respond to music with movement, make improvements to their own work, provide comments on others work.</p> <p style="text-align: center;"><u>Skills</u></p> <p><b>Listening and Understanding, Controlling, Creating, Responding and Reviewing – Hedgewood Workbook</b></p>	<ul style="list-style-type: none"> <li>- Sound effects</li> <li>- Movie sounds</li> <li>- Music from a range of cultures: Asian, African, South American music</li> <li>- Music from different periods</li> <li>- Rock n roll</li> <li>- Classical</li> <li>- Electronic</li> </ul>	<ul style="list-style-type: none"> <li>- Higher / lower (Pitch)</li> <li>- Echo / repeat / pattern (Structure)</li> <li>- Thick sounds / thin sounds (Texture)</li> <li>- Beat / Pulse rhythm (Duration)</li> <li>- Getting louder / getting quieter (Dynamics)</li> <li>- Getting faster / getting slower (Tempo)</li> <li>- Metal sounds / skinned sounds / wooden sounds (Timbre)</li> </ul>	<ul style="list-style-type: none"> <li>- Guitar</li> <li>- Trumpet</li> <li>- Saxophone</li> <li>- Melodic piano</li> <li>- Keyboard</li> <li>- Percussion instruments: Shakers, drums, cowbell, tambourines, etc.</li> </ul>



	<p style="text-align: center;"><u>Skills (NC1)</u></p> <p><b>Listening and Understanding:</b> To recognise different styles of music and different musical instruments and the sounds they make. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p><b>Controlling:</b> To perform music using their voice and instruments</p> <p><b>Creating:</b> To create and compose music, to copy and repeat a simple rhythm or melody</p> <p><b>Responding and Reviewing:</b> To understand, review and evaluate music across a range of periods, genres, styles and traditions to listen with concentration and understanding to a range of high quality live and recorded music</p> <p>To listen to music with sustained concentration</p> <p style="text-align: center;"><u>Skills</u></p> <p><b>Listening and Understanding, Controlling, Creating, Responding and Reviewing</b></p>	<p style="text-align: center;"><u>Composer/Styles/Genre</u></p> <p>To listen to music across a range of periods, genres, styles and traditions.</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>To be able to describe music using a range of musical vocabulary</p>	<p style="text-align: center;"><u>Instruments</u></p> <p>To play untuned/percussion instruments musically</p> <p>To recognise different instruments</p>