



Bollington St John's CE
Primary School

Bollington St John's Curriculum
Music- IPC Progression Document

<u>EYFS</u>	<u>Milepost 1</u>	<u>Milepost 2</u>	<u>Milepost 3</u>
Learning Strand 2: Communicating through the expressive arts and creativity Communicating through art Communicating through music Communicating through dance and drama 2.81b Experimenting making sounds and music in a wide range of activities 2.85b Responding to rhythm and beat in creative ways including linking music to art, dance and movement 2.82b Expressing ideas, moods and feelings through songs, sounds, music and musical instruments 2.83b Exploring cultural sounds, songs, music and musicians 2.86b Freely expressing ideas, moods and feelings through movement, dance and rhythm 2.87b Exploring sequenced movement through dance 2.88b Exploring cultural movement, dance	1.01 Know a number of songs 1.02 Know a number of other pieces of music 1.03 Know how a number of musicians, including some from their home country and the host country, use musical elements to create different effects and for different purposes 1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised 1.05 Be able to sing familiar songs 1.06 Be able to play simple rhythms with a steady beat 1.07 Be able to compose simple musical patterns 1.08 Be able to perform individually and with others 1.09 Be able to use symbols to represent sounds 1.10 Be able to listen carefully to pieces of music and comment on them 1.11 Be able to recall a simple tune 1.12 Be able to suggest ways of improving their own work 1.13 Understand that musical elements can be used to create different effects 1.14 Understand that music is used for a variety of different purposes	2.01 Know how a number of musicians – including some from their home country and the host country – organise sounds and use them expressively 2.02 Know how a number of musicians – including some from their home country and the host country – choose sounds and instruments which are appropriate for their task 2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively 2.04 Be able to sing in tune and with expression 2.05 Be able to perform simple pieces rhythmically using a limited range of notes 2.06 Be able to improvise repeated patterns 2.07 Be able to compose simple pieces to create intended effects 2.08 Be able to choose sounds and instruments which are appropriate for their task 2.09 Be able to improve their own work, having regard to the intended effect 2.10 Be able to explain their own work in terms of what they have done and why 2.11 Be able to talk about pieces of music, giving reasons for their opinions 2.12 Be able to recognise and identify familiar pieces of music including some from the	3.01 Know that the study of music is concerned with musical expression and communication 3.02 Know how a number of musicians – including some from their home country and host country – combine musical elements within a structure 3.03 Be able to sing songs in unison and in two parts 3.04 Be able to play tuned and untuned instruments with control and rhythmical accuracy 3.05 Be able to perform as part of an ensemble 3.06 Be able to perform with an awareness of audience 3.07 Be able to compose musical pieces combining musical elements within a structure 3.08 Be able to improve their own work having regard to purpose 3.09 Be able to listen attentively with attention to detail 3.10 Be able to make judgements about pieces of music, showing understanding, appreciation, respect and enjoyment as appropriate 3.11 Be able to consider pieces of music in terms of meaning, mood structure, time

<p>and dancers</p> <p>2.84b Freely experimenting with music making and presenting ideas through sound and music</p> <p>2.89b Creating movement and dance linked to the natural world</p>		<p>host country</p> <p>2.13 Understand how musical elements are combined and varied to create different effects</p>	<p>and place</p> <p>3.12 Understand that musicians use music to express emotions and experiences</p> <p>3.13 Understand that the work of musicians is influenced by their environment</p>
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Bollington St John's Curriculum
Music- National Curriculum Coverage

*See the NC14 Cross Reference Document which specifies which objectives are covered in each unit

EYFS	Milepost 1	Milepost 2	Milepost 3
<p>Expressive arts and design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups <p>ELG</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music

<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music			
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