



Yellow Curriculum Coverage






L1 - 3	<p>Singing Makaton Signing Anticipation Choosing using objects photos and symbols vocalisation</p>	<p>Playing Choosing Contingency responding Gross motor Fine motor skills Coordination skills Body and spatial awareness</p>	<p>Listening Recorded music Live music Playground songs Action Songs Nursery Rhymes</p>	<p>Exploring (Musicianship & composing) Stabilisation skills Postural control Perceptual Motor create sounds from instruments</p>	<p>Curriculum activities Phase 1 Phonics Resonance Board Switches Soundbeam Musical Interaction Inclusive music festival Music Therapy Open Orchestra Sensory Assembly Singing Hands Visiting Musicians</p>
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L3 - 6	<p>Singing Phonics Reading Expressive language Vocabulary Posture Breathing rhyme</p>	<p>Playing Choosing Gross motor Fine motor skills Coordination skills Rhythm body percussion</p>	<p>Listening Recorded music Live music Playground songs Action Songs Music from around the world</p>	<p>Exploring (Musicianship & composing) Free exploration of pitch and rhythm Free exploration of combinations of sounds Free exploration of dynamic choices Free exploration of instrument choices</p>	<p>Curriculum activities Phase 1 Phonics Resonance Board Switches Soundbeam Musical Interaction Inclusive music festival Music Therapy Open Orchestra Visiting Musicians Improvisation</p>
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Blue Curriculum Coverage

L7+	<p>Singing Makaton Signing Expressive language Rote learning Expression</p>	<p>Playing Gross motor Fine motor skills Coordination skills Simple notation Record using non-conventional symbols</p>	<p>Listening Playground songs Action Songs a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Exploring (Musicianship & composing) Explore pitch and rhythm Explore combinations of sounds Explore dynamic choices Explore instrument choices</p>	<p>Curriculum activities Soundbeam Inclusive music festival Music Therapy Open Orchestra Visiting Musicians Simple notation</p>
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Skills Coverage:

	Singing 	Playing 	Listening 	Exploring (Musicianship & composing) 	Personal Development 
Yellow Curriculum Initial	Makaton Signing Vocalisation Anticipation	Motor Skills Postural control Body and Spatial Awareness Contingency responding Choosing Body percussion Object permanence	Perceptual Motor Skills Response to auditory prompt Anticipation Sounds and songs of reference	Phase One Phonics Action on a reactive environment Co-ordination Skills Choosing Repeating an action	Turn taking Intensive interaction Musical interaction Requesting an activity Being part of a community Engagement with peers
Yellow Curriculum Progression	Copying sounds Expressive language	Object Manipulation Using equipment appropriately Repetition Read symbols	Listening skills Descriptive vocabulary Identifying feelings	Imitation Motor Skills	Small group work Turn taking Listen to others Try new things Transfer skills
Blue Curriculum	Expressive language Reading Self-confidence	Acquiring, developing and applying skills Evaluating and Improving Follow a simple score	Evaluation Giving reasons for opinions	Creative skills Self-expression Record ideas	Group work Resilience
















Sequential Learning – Yellow Curriculum, initial:

<p>Singing</p> 	<p>unintentional vocalisation</p>		<p>To anticipate what comes next in familiar song (action or verbally)</p>		<p>Joins in rhymes or jingles with a few recognisable words/signs/symbols Makes a variety of vocal sounds Differentiates between singing and speaking voice Copy/imitate a sound Makes vocal sounds in response to music</p>
<p>Playing</p> 	<p>unintentional movements Notices tactile stimuli Notices vestibular stimuli</p>		<p>Responds differently to different stimulus Redirection to second object Random activities cause effect Looks briefly after disappearing object Action on reactive environment Contingency responding To attend to photos/pictures when used in daily routines (registers/timetable)</p>		<p>Claps hands with others Able to start and stop a sound on classroom instruments Copy an action made on an instrument Moves body to music Makes physical sounds in response to music</p>
<p>Listening</p> 	<p>Notices auditory stimuli Distress calmed by calming voice Reduces activity in response to touch or voice</p>		<p>demonstrating consistent negative response to things they don't like; demonstrating consistent positive response to things they do like.</p>		<p>Seeks sound source Responds when an error occurs in a familiar song/rhyme Notice changes in sound of environment Correctly identifies sounds when listening to known instruments Relate a range of everyday sounds to events</p>
<p>Exploring (Musicianship & composing)</p> 	<p>Notices visual stimuli Responds to obvious stimuli</p>		<p>Make a choice between two objects presented visually in close proximity To return an object to an adult upon request with a physical and verbal prompt.</p>		<p>Interested in a range of instruments in adult led group activity Repeat action in order to obtain similar effect Points to favourite instrument</p>
<p>Personal Development</p> 	<p>Distress reduced by physical contact Obvious reaction to close contact with familiar adult</p>		<p>Repeating a behaviour which produces a response. Uses eye contact to engage with another person in a 1:1. To engage with a peer who is in close proximity by reaching out or vocalising.</p>		<p>Can be drawn into an activity Shows anticipation when specific equipment is distributed Will listen to others briefly</p>

Sequential Learning – Yellow Curriculum, progression:

<p>Singing</p> 	<p>Joins adult led action rhymes Listens to self on a recording Echo teacher in producing sounds Tries to echo a short melody with their voice</p>	<p>Imitates others to create a sound vocally Listens to recording of self and friends with interest</p>	<p>singing in echo activity</p>
<p>Playing</p> 	<p>Plays an instrument in a group Use equipment appropriately Take part in a performance with others Able to imitate sounds which are: Loud Quiet Quick Slow Plays an instrument in a group Use equipment appropriately Take part in a performance with others</p>	<p>State what they are going to do i.e. hit/scrape Follows picture symbols to make sounds which are: High Low Loud Quiet Responds appropriately to familiar equipment Identify equipment that uses electricity e.g. recording device/keyboards</p>	<p>Use a range of musical instruments Play instrument at same time as another Know when to begin/stop playing in echo activity Know how to create correct sound on percussion instrument Whilst playing a rhythm are able to play: Louder Quieter Faster Slower Improvise a simple rhythm Can repeat their rhythmic pattern</p>
<p>Listening</p> 	<p>Talks simply about a piece of music Responds to change of sound/music Copy a simple rhythm Stops and starts when music stops and starts</p>	<p>Watch self on TV/video and communicate recognition Recognises the speech of familiar people Listens to another pupil making sound Listen for and try and identify sounds in the classroom Uses simple criteria to describe music Happy Sad Slow Fast</p>	<p>Say/point to pictures to show how the music makes them feel Are aware of volume Identify sounds on a recording Articulate if music is fast/slow Listens to longer pieces of music</p>
<p>Exploring (Musicianship & composing)</p> 	<p>Starts and stops playing in response to signal from conductor Search out specific instrument: Drum Triangle Shaker Tambourine Selects an instrument by function i.e. striking/shaking to make sound</p>	<p>Feels vibrations on a drum or resonance board Discuss what they are doing giving a reason Imitates others to create a sound on an instrument/vocally</p>	<p>Observe changes in sound Correctly uses comparative terms: high/low top/bottom stop/start on/off fast/slow big/small</p>
<p>Personal Development</p> 	<p>With support work with two pupils Repeats activity to refine skill Make a sound, gesture or movement and expect a specific reaction Shows satisfaction with activity Listen to performance of other pupils</p>	<p>Willing to try unfamiliar instrument Tries to use knowledge of familiar equipment when trying new equipment Able to maintain silence Takes turns to make sounds with their instruments Responds appropriately to the music of others Clap hands to show appreciation</p>	<p>Take turns Show appreciation of a performance i.e. clapping Demonstrates appropriate audience behaviour - listening quietly With support answer questions about an activity Understands that music is part of celebrations and daily life</p>

Sequential Learning – Blue Curriculum:

<p>Singing</p> 	<p>Become aware of the use of an external microphone</p>		<p>Watch a performance from a visiting musician</p>		<p>perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>
<p>Playing</p> 	<p>Participates by clapping along to music Perform a solo Perform in a group Repeats action to refine movement Imitate sound played on the same instrument which could be: quiet/loud long/short Make a collection of instruments that satisfy a condition e.g. can be shaken</p>		<p>Selects an instrument to play Able to follow a simple score Make different sounds from one instrument</p>		<p>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations</p>
<p>Listening</p> 	<p>Shows enjoyment when listening to songs Identifies personal preferences for songs Able to use simple words to evaluate music heard Listen to a piece of music quietly Listen to music and identify some musical elements Able to state whether a note is high/low quiet/loud fast/slow</p>		<p>Follows lead to clap/walk to pulse Uses body signs to show dynamics Changes movement with music Stops movement when music stops Articulate how the music made them feel Try to give a reason for their opinion Able to hear when music is getting louder or quieter Listen for long and short sounds in a piece of recorded music</p>		<p>listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p>Creating</p> 	<p>Creates sounds to illustrate a story/picture/feeling State which instrument should play next Creates sound effects</p>		<p>Use symbols to compose music with loud/quiet notes Able to choose an instrument to do a specific job Use simple patterns/picture symbols to visually represent sounds Uses body signs to show tempo Use appropriate vocabulary to discuss their work Change their idea if it does not work</p>		<p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>
<p>Personal Development</p> 	<p>Stays on task in group situation with assistance Co-operates with others to achieve simple task Work in a group (lead by adult) to rehearse</p>		<p>Identifies the roles of a musician in the community</p>		<p>develop an understanding of the history of music</p>

Yellow Curriculum, initial	Unit	Singing 	Playing 	Listening 	Exploring (Musicianship & composing) 
	Traditional Tales	Heads, Shoulders, knees and toes (Singing Hands)	Hello Song	If you're Happy and you know it (Singing Hands)	Resonance Board
	Romans	There was a Princess Long Ago (Singing Hands)	Three Blind Mice	Somewhere over the Rainbow (Singing Festival 2019)	Resonance Board
	'Water, Water Everywhere!'	Row, Row, Row Your Boat (Singing Hands)	I Hear Thunder	1,2,3,4,5, Once I caught a Fish Alive (Singing Hands)	Resonance Board
	Magic	Down in the Jungle (Singing Hands)	The Little Green Frog	Twinkle, Twinkle Little Star (Singing Hands)	Resonance Board
	Space	Old MacDonald (Singing Hands)	The Grand Old Duke of York	Over in the Meadow (Barefoot Books)	Resonance Board
	Around the World In 80 Days	Transport Song (Singing Hands)	My Bonny Lies Over the Ocean	Tell the World (Singing Festival 2020)	Resonance Board
	The Greatest Show on Earth	Ahoy There Me Hearties! (NI Curriculum)	A Sailor Went to Sea, Sea, Sea	Port Side Pirates (Singing Hands)	Resonance Board
	Celebrations/Prehistoric	Twinkling Stars (Singing Hands)	We are on the resonance board	Jingle Bells (Singing Hands)	Twinkling star Music
Rumble in the Jungle	Incy Wincy Spider (Singing Hands)	Ring a Ring o' Roses	It's a Rainbow (Singing Hands)	Resonance Board	

Yellow Curriculum, Progression	Topic	Singing 	Playing 	Listening 	Exploring (Musicianship & composing) 
	Good Old-Fashioned Sing Along/Magic	Daisy Daisy (Singing Festival 2017)	Reggae Backing Track 1 (Backing Tracks in C)	Bring Me Sunshine (Singing Festival 2018)	Look in the Box (Exploration)
	Playground Songs	Jon Kanaka-naka (Paternoster Singing)	Leaving for Jamaica (Backing Tracks in C)	Jump Jim Jo	Choosing-own choice (Exploration)
	'Water, Water Everywhere!'	Building A Boat (Singing Festival 2018)	Aquarium (Backing Tracks in C)	Rainsongs	Under the Ocean (Exploration)
	Traditional Tales	We Will Rock You (Singing Festival 2017)	It's all Good (Backing Tracks in C)	Down, Down, Down (Singing Festival 2018)	Boogie Train Space (Exploration)
	Space	The Little Green Frog (Singing Festival 2017)	Reggae Backing Track 2 (Backing Tracks in C)	The River (Singing Festival 2020)	Big Noise (Exploration)
	Around the World In 80 Days	Wonderful World (Singing Festival 2020)	Tabla Beat (Exploration)	Banana Rap (Paternoster Singing)	Boogie Train Rain Forest (Exploration)
	The Greatest Show on Earth	Away in a Manger (Paternoster Carols)	Reggae Backing Track 3 (Backing Tracks in C)	Little Donkey (Paternoster Carols)	Big Sounds Soft Sounds (Exploration)
	Weather	Japanese Rain Song (Singing Festival 2020)	acoustic jazz (Backing Tracks in C)	I can Sing a Rainbow (Singing Festival 2018)	Boogie Woogie (Exploration)
	Friends	Count On Me (Singing Festival 2019)	acoustic guitar ballad (Backing Tracks in C)	Lean On Me (Singing Festival 2019)	I'm in a Band and I Play Along (Exploration)

Blue Curriculum	Topic	Singing 	Playing 	Listening 	Exploring (Musicianship & composing) 
	Traditional Tales	The Sun Has Got His Hat On (Singing Festival 2017)	Quistorama (Backing Tracks in C)	Summer Holiday Rap (Paternoster Singing)	Under the Ocean (Exploration)
	Romans	Milestone Song (Singing Festival 2019)	Blues (Backing Tracks in C)	Building Bridges (Singing Festival 2019)	Body Percussion
	'Water, Water Everywhere!'	Peace Like A River (Singing Festival 2020)	groovy backing track (Backing Tracks in C)	I do like to be beside the seaside (Paternoster Singing)	Boogie Train Seaside (Exploration)
	Magic	This is Me (Singing Festival 2019)	Jazz (Backing Tracks in C)	Zip-a-dee-doo-da (Singing Festival 2018)	Tropical Island (Exploration)
	Space	Harvest Song (Singing Festival 2020)	Latin (Backing Tracks in C)	Big Yellow Taxi (Singing Festival 2020)	This is how-own choice (Exploration)
	Around the World In 80 Days	Zum Gali Gali (Singing Festival 2018)	Rock (Backing Tracks in C)	And the Birds Sing (Singing Festival 2020)	Indian Ups and Downs (Exploration)
	The Greatest Show on Earth	All of Me (Singing Festival 2019)	Santana (Backing Tracks in C)	I'm Not Giving Up (Singing Festival 2020)	Step Up (Exploration)
	Celebrations/Prehistoric	Silent Night (Paternoster Carols)	Reggae Backing Track 4 (Backing Tracks in C)	We Wish You a Merry Christmas (Paternoster Carols)	Zootime (write your own words - Paternoster Singing)
	Rumble in the Jungle	You Can Get It If You Really Want (Paternoster Carols)	Senua Dedende (Paternoster Singing)	Reach for the Stars (Songs for Assembly)	Boogie Train Full Journey (Exploration)