

## Progression grid

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b>Unit: Me!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Cross-curricular and topic-based focus Explore:</p> <p>Growing Homes Colour Toys How I look</p> <p>EFYS Links:</p> <p><b><u>Expressive Art and Design/ Exploring and using media materials</u></b></p> <p><b>ELG:</b></p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Unit : Hey You !</b></p> <p><b>Styles Covered:</b></p> <p>Old School Hip Hop</p> <p>Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs</p> <p>listen with some concentration.</p>	<p><b>Unit: Hands, Feet, Heart</b></p> <p><b>Styles Covered:</b></p> <p>South African Styles</p> <p>South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes.</p> <p>Historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>listen with increased concentration to a range of high-quality recorded music.</p>	<p><b>Unit: Let Your Spirit Fly</b></p> <p><b>Styles Covered:</b></p> <p>R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p>Historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>Play in solo, using their voices.</p> <p>Understand some musical notations</p> <p>Listen with attention to detail and recall some sounds with aural memory.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Unit: Mamma Mia</b></p> <p><b>Styles Covered:</b></p> <p>ABBA</p> <p>Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p><b>NC Links:</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy.</p> <p>Improvise and compose music using some inter-related dimensions of music</p> <p>Listen with attention to detail and recall some sounds with aural memory.</p>	<p><b>Unit: Livin' On A Prayer</b></p> <p><b>Styles Covered:</b></p> <p>Rock</p> <p>How rock music developed from the Beatles onwards. Analysing performance.</p> <p><b>NC Links:</b></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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>Develop an understanding of the history of music.</p>	<p><b>Unit: Happy</b></p> <p><b>Styles Covered:</b></p> <p>Pop/Motown</p> <p>What makes us happy? Video/project with musical examples.</p> <p><b>NC Links:</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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><b>Expressive Art and Design/Imagination</b></p> <p><b>ELG:</b></p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Autumn 2</b></p>	<p><b>Unit:</b> My Stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Cross-curricular and topic-based focus</p> <p>Explore:</p> <p>Using your imagination Christmas Festivals Fairies Pirates Treasure Superheroes Let's Pretend Once Upon A Time</p> <p><b>EYFS Links:</b></p> <p><b>Expressive Art and Design/Exploring and using media materials</b></p>	<p><b>Unit :</b> Rhythm In The Way We Walk and Banana Rap</p> <p><b>Styles covered:</b></p> <p>Reggae, Hip Hop</p> <p>Action songs that link to the foundations of music.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing song.</p> <p>listen with concentration and understanding to a range of high-quality recorded music.</p>	<p><b>Unit:</b> Ho Ho Ho</p> <p><b>Styles Covered:</b></p> <p>Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>listen with increased concentration to a range of high-quality recorded music.</p>	<p><b>Unit:</b> Glockenspiel</p> <p><b>Styles Covered:</b></p> <p>Learning basic instrumental skills by playing tunes in varying styles.</p> <p>Introduction to the language of music, theory and composition.</p> <p>(Watching and learning the skills as a result of Covid – 19)</p> <p><b>NC Links:</b></p> <p>Play in solo, using their voices and playing musical instruments.</p> <p>Improvise and compose music using some inter-related dimensions of music</p> <p>Understand some musical notations</p>	<p><b>Unit:</b> Glockenspiel Stage 2</p> <p><b>Styles Covered:</b></p> <p>Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition.</p> <p>(Watching and learning the skills as a result of Covid – 19)</p> <p><b>NC Links:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail</p>	<p><b>Unit:</b> Classroom Jazz 1</p> <p><b>Styles Covered:</b></p> <p>Jazz</p> <p>History of music - Jazz in its historical context.</p> <p><b>NC Links:</b></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p><b>Unit:</b> Classroom Jazz 2</p> <p><b>Styles Covered:</b></p> <p>Jazz, Latin, Blues</p> <p>History of music - Jazz in its historical context</p> <p><b>NC Links:</b></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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><b>ELG:</b></p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Expressive Art and Design/Imagination</b></p> <p><b>ELG:</b></p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>				<p>and recall sounds with increasing aural memory</p> <p>Understand increased musical notations</p>		<p>Develop an understanding of the history of music.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spring 1</b></p>	<p><b>Unit:</b> Everyone</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And</p>	<p><b>Unit:</b> In The Groove</p> <p><b>Styles covered:</b></p> <p>Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Six different styles of music used here -Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography,</p>	<p><b>Unit:</b> I Wanna Play In A Band</p> <p><b>Styles Covered:</b></p> <p>Rock</p> <p>Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>use their voices expressively</p>	<p><b>Units:</b> Three Little Birds</p> <p><b>Styles Covered:</b></p> <p>Reggae</p> <p>Animals, Jamaica, poetry and the historical context of musical styles.</p> <p>Play in solo, using their voices and playing musical instruments.</p>	<p><b>Unit:</b> Stop!</p> <p><b>Styles Covered:</b></p> <p>Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Composition, bullying.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and</p>	<p><b>Unit:</b> Make You Feel My Love</p> <p><b>Styles Covered:</b></p> <p>Pop Ballads</p> <p>Historical context for ballads.</p> <p><b>NC Links:</b></p>	<p><b>Unit:</b> Benjamin Britten - A New Year Carol</p> <p><b>Styles Covered:</b></p> <p>Benjamin Britten (Western Classical Music), Gospel, Bhangra. Literacy and history, Britten100.org, www.fridayafternoons.co.uk.</p>

	<p>Toes</p> <p>Cross-curricular and topic-based focus Explore:</p> <p>Family Friends People Music from around the world</p> <p>EFYS Links:</p> <p><b><u>Expressive Art and Design/ Exploring and using media materials</u></b></p> <p><b><u>ELG:</u></b></p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Expressive Art and Design/ Imagination</u></b></p> <p><b><u>ELG:</u></b></p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>countries and cultures. Ourselves. Historical context of musical styles.</p> <p>NC Links:</p> <p>use their voices expressively and creatively by singing songs.</p> <p>listen with concentration and understanding to a range of high-quality recorded music.</p>	<p>and creatively by singing songs and speaking chants and rhymes.</p> <p>listen with increased concentration to a range of high-quality recorded music.</p>	<p>Improvise and compose music using some inter-related dimensions of music</p> <p>Understand some musical notations</p> <p>Develop an understanding of the history of music.</p>	<p>ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Explore a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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>Develop an understanding of the history of music.</p>	<p>The historical context of Gospel music and Bhangra.</p> <p>NC Links:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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>Develop an understanding of the history of music.</p>
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<b>Spring 2</b>	<p><b>Unit: Our world!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Cross-curricular and topic-based focus Explore:</p> <p>Animals Jungle Minibeasts Night and day Sand and water Seaside Seasons Weather Sea Space</p> <p>EFYS Links:</p> <p><u><a href="#">Expressive Art and Design/ Exploring and using media materials</a></u></p> <p><u><a href="#">ELG:</a></u></p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u><a href="#">Expressive Art and Design/ Imagination</a></u></p>	<p><b>Unit: Round And Round</b></p> <p><b>Styles covered:</b></p> <p>Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion</p> <p>Latin American style of music – Countries from around the world. Film music. Historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs.</p> <p>listen with concentration and understanding to a range of high-quality recorded music.</p>	<p><b>Unit : Zoo time!</b></p> <p><b>Styles covered:</b></p> <p>Reggae</p> <p>Animals, poetry and the historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>listen with increased concentration to a range of high-quality recorded music.</p>	<p><b>Units: The Dragon Song</b></p> <p><b>Styles Covered:</b></p> <p>Music from around the world</p> <p>Friendship, kindness, acceptance, the environment, creativity.</p> <p><b>NC Links:</b></p> <p>Play in solo, using their voices and playing musical instruments.</p> <p>Improvise and compose music using some inter-related dimensions of music</p> <p>Understand some musical notations</p> <p>Develop an understanding of the history of music.</p>	<p><b>Unit: Lean on Me</b></p> <p><b>Styles Covered:</b></p> <p>Gospel</p> <p>Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir.</p> <p>Analysing performance.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Unit: The Fresh Prince of Bel Air</b></p> <p><b>Styles Covered:</b></p> <p>Hip Hop</p> <p>Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>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>Develop an understanding of the history of music.</p>	<p><b>Unit: Music and Me</b></p> <p><b>Styles Covered:</b></p> <p>Contemporary British singers</p> <p>Throughout this unit, your children will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p> <p><b>NC Links:</b></p> <p>play and perform in solo contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live</p>
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	<p><b>ELG:</b></p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>						<p>and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer 1</b></p>	<p><b>Unit:</b> Big Bear Funk</p> <p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p> <p>Musical learning focus: Listening and appraising Funk music</p> <p>EYFS Links:</p> <p><u><b>Expressive Art and Design/ Exploring and using media materials</b></u></p> <p><b>ELG:</b></p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u><b>Expressive Art and Design/</b></u></p>	<p><b>Unit:</b> Your Imagination</p> <p><b>Styles Covered:</b> Film,Pop, Musicals</p> <p>Using your imagination and creating your own lyrics.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs.</p> <p>listen with concentration and understanding to a range of high-quality recorded music.</p>	<p><b>Unit:</b> Friendship Song</p> <p><b>Styles Covered:</b> Pop, Soul, Film, Musicals</p> <p>Friendship and being kind to one another.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>listen with increased concentration and understanding to a range of high-quality recorded music.</p>	<p><b>Unit:</b> Bringing Us Together</p> <p><b>Styles Covered:</b> Disco/Anthem</p> <p>Music unites us, friendship, kindness.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and beginning to in ensemble contexts, using their voices and playing musical instruments some accuracy.</p> <p>Improvise and compose music using some inter-related dimensions of music</p> <p>Understand some musical notations</p> <p>Develop an understanding of the history of music.</p>	<p><b>Unit:</b> Blackbird</p> <p><b>Styles Covered:</b> The Beatles</p> <p>Civil rights. The development of Pop music.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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>Develop an understanding of the history of music.</p>	<p><b>Unit:</b> Dancing In The Street</p> <p><b>Styles Covered:</b> Motown</p> <p>The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p><b>NC Links:</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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>Develop an understanding of the history of music.</p>	<p><b>Unit:</b> You've Got A Friend</p> <p><b>Styles Covered:</b> The music of Carole King</p> <p>Her importance as a female composer in the world of popular music.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and</p>

	<p><b>Imagination</b></p> <p><b>ELG:</b></p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>						<p>from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer 2</b></p>	<p><b>Unit: Reflect, Rewind and Replay</b></p> <p><b>Styles Covered:</b></p> <p><b>Nursery Rhymes</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the language of music.</p> <p><b>EYFS Links:</b></p> <p><b><u>Expressive Art and Design/ Exploring and using media materials</u></b></p> <p><b>ELG:</b></p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore</p>	<p><b>Unit: Reflect, Rewind and Replay</b></p> <p><b>Styles Covered:</b></p> <p>Western Classical Music and your choice from Year 1.</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs.</p> <p>listen with concentration and understanding to a range of high-quality recorded music.</p>	<p><b>Unit: Reflect, Rewind and Replay</b></p> <p><b>Styles Covered:</b></p> <p>Western Classical Music and your choice from Year 2.</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>NC Links:</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>listen with concentration and understanding to a range of high-quality recorded music.</p>	<p><b>Unit: Reflect, Rewind and Replay</b></p> <p><b>Styles Covered:</b></p> <p>Western Classical Music and your choice from Year 3.</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and beginning to in ensemble contexts, using their voices and playing musical instruments with some accuracy.</p> <p>Improvise and compose music using some inter-related dimensions of music</p>	<p><b>Unit: Reflect, Rewind and Replay</b></p> <p><b>Styles Covered:</b></p> <p>Western Classical Music and your choice from Year 4.</p> <p>Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>NC Links:</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and</p>	<p><b>Unit: Reflect, Rewind and Replay</b></p> <p><b>Styles Covered:</b></p> <p>Western Classical Music and your choice from Year 5.</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Improvise and compose music for a range of</p>	<p><b>Unit: Reflect, Rewind and Replay</b></p> <p><b>Styles Covered:</b></p> <p>Western Classical Music and your choice from Year 6</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>NC Links:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Improvise and compose music for a range of purposes using</p>

	<p>a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Expressive Art and Design/Imagination</u></b></p> <p><b><u>ELG:</u></b></p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>			<p>Understand some musical notations</p> <p>Develop an understanding of the history of music.</p>	<p>from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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>Develop an understanding of the history of music.</p>	<p>the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>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>Develop an understanding of the history of music.</p>