



Music - Progression of Knowledge and Skills

Resilience

Curiosity

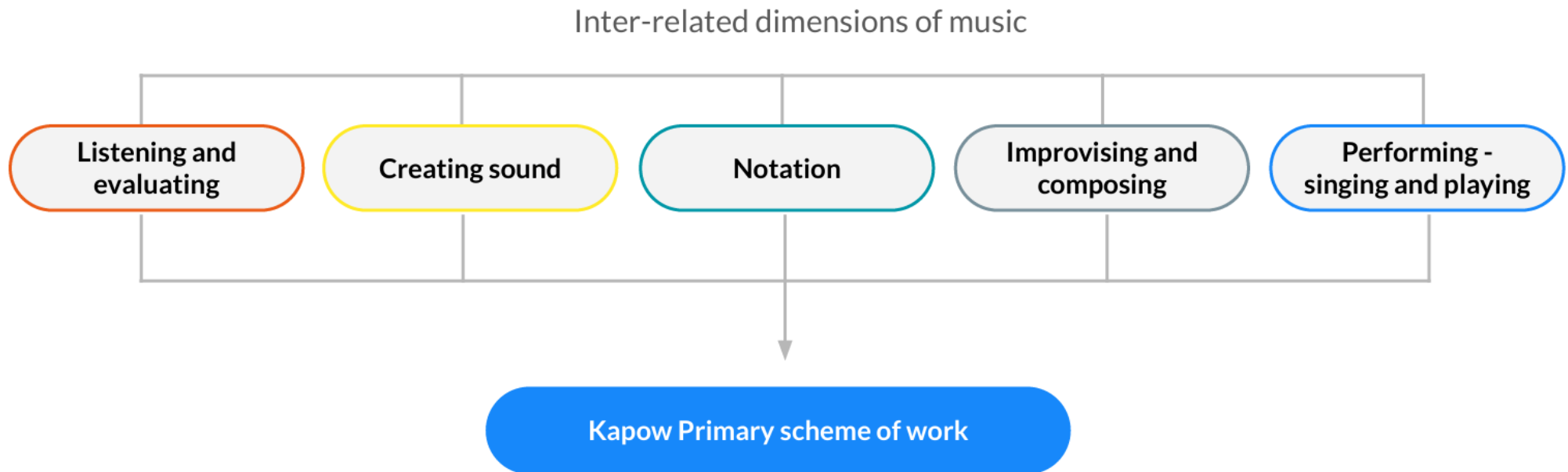
Respectfulness

Creativity

Independence

Confidence

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

EYFS Progression

Expressive Arts and Design	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	Nursery: - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. Reception: - Explore and engage in music making and dance, performing solo or in groups - 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.	Being Imaginative - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music	Nursery: The children will learn and perform songs and nursery rhymes based on their interests and current topics as well as old favourites. The children will be encouraged to listen and respond to a wide variety of music, learning how to feel the pulse and recognise simple rhythms. Percussion instruments are available for the children to explore as well as being used to follow patterns in music sessions. General learning throughout the year - Kapow Music Curriculum - Weekly opportunities to learn new songs related to topic work. - Singing songs and rhymes from a variety of genres and cultures - Build up a repertoire of nursery rhymes and familiar songs. - Learn worship songs. - Using musical instruments in the outside area and role play. - Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. - Singing and performing to our friends and parents - Performing the school nativity production - Play movement and listening games - Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. - Listen to and join in with stories / poems with repetitive refrains. - Move in time / appropriately to rhymes, songs, instruments and classical music. - Call and response songs.	Knowledge: - I know and can name some nursery rhymes. - I know 10 nursery rhymes by heart. - I know how to clap the pulse (beat) - I know how to play some percussion instruments correctly. - I know the names of some percussion instruments. - I know that instruments make different sounds. - I know that pitch is how high or low a sound is. - I know that performance is sharing music with others. - I can create my own music. - I can talk about music I have heard Covering the three areas of performing, composing and appraising. Vocabulary: - Song, sing, chant, pulse, high, low, loud, quiet, clap, slow, fast, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas

Listening and Evaluating Progression

	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum
Listening and responding to music	Listening appropriately to someone leading a short musical phrase, song or rhyme.	Children in nursery will be learning to: - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. Children in reception will be learning to: - Listen attentively, move to and talk about music, expressing their feelings and responses.	Listening with concentration to short pieces of music or excerpts from longer pieces of music.	Engaging with and responding to longer pieces of music.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.
	Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music.		Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)	Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	
Analysing	Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.		Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low.		

	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum
Evaluating	Showing preferences for certain music or sounds.	Children in nursery will be learning to: - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings.	Stating what they enjoyed about their peers’ performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	
Cultural and historical awareness of music	Listening to music from a wide variety of cultures and historical periods.	Children in reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses.	Appreciating music from a wide variety of cultures and historical periods.		
	To recognise and name at least two instruments from Groups A and B.		To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.		

Creating Sound Progression

	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum
Singing repertoire	Singing short, rhythmic rhymes and songs.	Children in nursery will be learning to: - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.		Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
			Competently singing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	
Singing technique	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.		Children in reception will be learning to: Sing in a group or on their own, increasingly matching the pitch and following the melody.	Breathing at appropriate times when singing.	
		Exploring changing their singing voice in different ways. Singing a range of call and response chants, attempting to match the pitch and tempo they hear.		Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice').	

	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum
Instruments	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)	Children in Nursery will be learning to: - Play instruments with increasing control to express their feelings and ideas Children in reception will be learning to: - Explore and engage in music making and dance, performing solo or in groups.	Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)		Pupils should be taught to: Play tuned and untuned instruments musically.
Posture	Finding a comfortable static position when playing instruments or singing.		Maintaining a comfortable position when sitting or standing to sing and play instruments		

Notation Progression

	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum
Understanding notation	N/A	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music.	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right		The National curriculum attainment targets for Key Stage 1 do not refer to music notation.
Representing pitch	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.		
Representing rhythm	Developing an awareness of how simple marks or objects can show single beats and single beat rests.		Recognising pitch patterns using dots.	Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).	
			Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests		

Improvising and Composing Progression

	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum
Stimulus and purpose	Exploring and imitating sounds from their environment and in response to events in stories.	Children in nursery will be learning to: • Create their own songs or improvise a song around one they know.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		Pupils should be taught to: • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Improvising	Exploring and imitating sounds.	• Play instruments with increasing control to express their feelings and ideas.	Improvising simple question and answer phrases, using untuned percussion or voices.		
Creating and selecting sounds	Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.	Children in reception will be learning to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups.	Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to	
Sequencing	Playing sounds at the relevant point in a storytelling.		Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	

Performing Progression

	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum
Understanding and evaluating performance	Beginning to say what they liked about others' performances.	Children in nursery will be learning to: - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. Children in reception will be learning to: - 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.	Offering positive feedback on others' performances.		Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.
Awareness of music	N/A		Starting to maintain a steady beat throughout short singing performances.		
Awareness of self	Facing the audience when performing. Spontaneously expressing feelings around performing.		Keeping head raised when singing. Keeping instruments still until their part in the performance.	Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	
Awareness of others	Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.		Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.	

Instrument use in school: Untuned instruments

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the midline of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



güiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

Instrument use in school: Tuned instruments

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C



xylophone



glockenspiel



piano/
keyboard



hand bells



chime bars