



Every child Every day Every way Experiencing success



Music progression (EYFS – KS1)

	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
2 Year Old Provision	<ul style="list-style-type: none"> To clap along with familiar rhymes and songs. 	<ul style="list-style-type: none"> To have an awareness of sounds and rhythms in the environment. 	<ul style="list-style-type: none"> To begin to join in with singing familiar songs and rhymes. 	<ul style="list-style-type: none"> To use familiar music to help engage children in active listening. To explore ways of encouraging active listening; moving with music or painting/drawing with music. To use verbal and physical language to describe sounds and music. 	<ul style="list-style-type: none"> To play instruments and movement games. To respond to different genres through movement. 	<ul style="list-style-type: none"> To encourage children to take the lead in music and movement games 	<ul style="list-style-type: none"> To vocally improvise and merge songs together. To use your voice in a range of ways and play with the way you sing, e.g. sing quietly, slowly, sadly, joyfully.
	Musical vocabulary (2 Year Old Provision) Loud, quiet, shake, wiggle, stamp, tap, clap, dance, move, march, music, sing, wave						
Nursery	<ul style="list-style-type: none"> To clap the syllables in different words, attempting to keep a steady beat. To understand the difference between fast and slow. 	<ul style="list-style-type: none"> To develop awareness of sounds and rhythms. (L&S P1,A3) To distinguish between sounds and remember patterns of sounds. (L&S P1,A3) 	<ul style="list-style-type: none"> To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. EAD 	<ul style="list-style-type: none"> To listen with increased attention to sounds. EAD To develop listening skills and awareness of sounds in the environment. (L&S P1,A2) To experience and develop awareness of sounds made with instruments and noise makers. (L&S P1,A2) 	<ul style="list-style-type: none"> To create their own songs, or improvise a song around one they know. EAD 	<ul style="list-style-type: none"> To play instruments with increasing control to express their feelings and ideas. EAD To use large-muscle movements to wave flags and streamers, paint and make marks. PD To talk about the sounds made with our bodies. (L&S P1,A3) 	<ul style="list-style-type: none"> To remember and sing entire songs. EAD To sing the pitch of a tone sung by another person ('pitch match'). EAD To sing a large repertoire of songs. C&L
	Musical vocabulary (Nursery) - All the above plus: Hit, bang, fast, slow, sound, instruments, noise, happy, sad, feelings, rhyme						



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Reception	<ul style="list-style-type: none"> To clap along to a song, beginning to show an awareness of the beat and follow the pulse. To create movements in time with music. 	<ul style="list-style-type: none"> To copy a rhythm and clap it back To experience and appreciate rhythm and rhyme and to develop an awareness of rhythm and rhyme in speech. <i>(L&S P1,A4)</i> 	<ul style="list-style-type: none"> To continue to sing the melodic shape of familiar songs, showing an understating of how melody is made up of both high and low pitched notes. 	<ul style="list-style-type: none"> To listen carefully to rhymes and songs, paying attention to how they sound. C&L To learn rhymes, poems and songs. C&L To listen attentively, move to and talk about music, expressing their feelings and responses. EAD 	<ul style="list-style-type: none"> To invent their own 2-note patterns to accompany a song. To return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD 	<ul style="list-style-type: none"> To combine different movements with ease and fluency. PD To explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD <ul style="list-style-type: none"> To create collaboratively, sharing ideas, resources and skills. EAD To explore and engage in music making and dance, performing solo or in groups. EAD To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. EAD 	<ul style="list-style-type: none"> To sing in a group or on their own, increasingly matching the pitch and following the melody. EAD To sing a range of well-known nursery rhymes and songs. EAD
	Musical vocabulary (Reception) – All the above plus: Beat, pulse, rhythm, high, low, pitch, solo, syllable						



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Year 1	<p><i>Keep a steady pulse in a group and be able to pick out two different tempos in music (NC1.3/1.4)</i></p> <ul style="list-style-type: none"> To be able to walk, move or clap a steady beat, adapting speed to the tempo of music (fast/slow) To use body percussion (e.g. clapping, tapping, walking etc). To maintain a steady beat whilst using tuned instruments (e.g. glockenspiels, chime bars). To respond to the pulse in music through movement and dance. 	<p><i>Repeat back short basic rhythms and perform rhythmic ostinatos (NC1.2/1.4).</i></p> <ul style="list-style-type: none"> To be able to copy simple rhythm patterns accurately. To be able to keep a steady beat during short, repeating patterns. To perform word-pattern chants (e.g. hel-lo every-one) 	<p><i>Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids. (NC1.1/1.2/1.4)</i></p> <ul style="list-style-type: none"> To sing short songs, beginning to adapt voice according to high/low parts (pitch). To use simple pictures to record their composition (e.g. rhythm grids). 	<p><i>Identify musical features in a range of high quality live and recorded music; replicate basic rhythms heard. (NC1.3/1.4)</i></p> <ul style="list-style-type: none"> To begin to understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. <p>Children in year 1 will cover the following genres:</p> <ul style="list-style-type: none"> Old School Hip Hop Reggae Blues Baroque Latin Bhangra Folk Funk Bossa Nova Pop Classical 	<p><i>Improvise simple rhythms based on given stimuli (e.g. rhythm grids). (NC1.4)</i></p> <ul style="list-style-type: none"> To experiment with different sounds and instruments in response to a stimuli. To begin to create their own simple rhythms. 	<p><i>Play basic rhythms and melodies on tuned instruments and using body percussion. (NC1.2)</i></p> <ul style="list-style-type: none"> To begin to play a classroom instrument as part of a group. To copy sounds and clap short, rhythmic patterns. 	<p><i>Sing simple folk tunes in unison both with and without accompaniment or backing tracks. (NC1.1)</i></p> <ul style="list-style-type: none"> To sing simple songs, chants and rhymes from memory. To respond to simple visual directions/ counting in and stop/start as appropriate. To begin to perform as a group, gradually developing the confidence to sing alone.
	<p>Musical vocabulary (Year 1) – All of the above plus: Rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination, glockenspiel, hip hop, body percussion, reggae, piano, bongo</p>						



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Year 2	<p><i>Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (NC1.3/1.4).</i></p> <ul style="list-style-type: none"> To understand that the speed of the beat can change, creating a faster or slower pace (tempo). To identify the beat and change of tempo in a piece of music by clapping or tapping along. Begin to group beats in two and threes. To begin to identify the beat groupings in familiar music that they sing regularly and listen to. 	<p><i>Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims). (NC1.2/2.1/2.3)</i></p> <ul style="list-style-type: none"> To repeat a rhythm, copying a leader and inventing rhythms of their own for others to copy. To create word-pattern chants. To read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. 	<p><i>Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims. (NC1.1/1.2/1.4)</i></p> <ul style="list-style-type: none"> To match pitch accurately whilst singing short songs. To recognise and make connections between notations and musical sounds. 	<p><i>Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance. (NC1.3/1.4)</i></p> <ul style="list-style-type: none"> To continue to understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. To identify different instruments and vocals in a piece of music. <p>Children in year 2 will cover the following genres:</p> <ul style="list-style-type: none"> Afropop South African Rap (Improvising for Christmas) Rock Reggae Pop Classical 	<p><i>Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms. (NC1.4)</i></p> <ul style="list-style-type: none"> To create music in response to a non-musical stimulus. To continue to create their own simple rhythms. 	<p><i>Play longer phrases on tuned instruments and body percussion. (NC1.2)</i></p> <ul style="list-style-type: none"> To continue to play a classroom instrument as part of a group. To use instruments to perform and clap short, repeated patterns. 	<p><i>Sing simple songs and folk songs in rounds. (NC1.1)</i></p> <ul style="list-style-type: none"> To sing songs from memory with increasing voice control and pitch changes. To sing songs with a small pitch range, matching pitch accurately. To continue to gradually develop the confidence to sing alone.
	<p>Musical vocabulary (Year 2) – All of the above plus: Keyboard, bass, electric guitar, question and answer, dynamics, tempo, performance, audience, Reggae, glockenspiel, crotchet, quaver, minims, semibreve, tambourine</p>						



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National Curriculum objectives:

Key stage 1 Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC1.1)
- ♣ play tuned and untuned instruments musically (NC1.2)
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music (NC1.3)
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. (NC1.4)

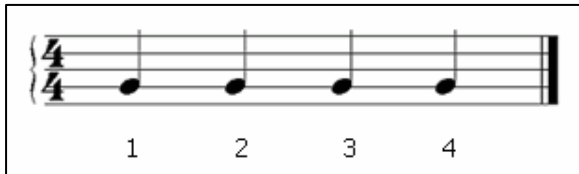
Other music curriculum links:

- Department for Education - Letters and sounds (P-phase, A-aspect)
- Early Years Foundation Stage statutory framework
 - C&L - Communication and language
 - EAD - Expressive art and design
 - PD - Physical development

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

A piece of music is made up of small segments called **bars**. Each bar is made up of 4 beats (see below).



Children will explore 4 different notes that can be used in a bar:

- Quavers – worth $\frac{1}{2}$ a beat.
- Crotchets – worth 1 beat.
- Minims – worth 2 beats.
- Semibreves – worth 4 beats.