

Music Progression of Knowledge and Skills

EYFS / KS1

The Model Music Curriculum (MMC) states that:

“...every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school’s wider community.”

Area of Learning	<u>EYFS</u> Children should be taught to:	<u>Year 1</u> Children should be taught to:	<u>Year 2</u> Children should be taught to:
<p>MMC Key Area:</p> <p>Singing</p> <p>NC objective: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Use their voice in different ways: speak, chant and sing.</p> <p>Perform different vocal patterns.</p> <p>Sing familiar songs, chants & rhymes</p>	<p>Sing simple songs, <i>chants</i> and rhymes (e.g. <i>Boom Chicka Boom</i>) from memory.</p> <p>Sing collectively (in unison) and at the same <i>pitch</i>, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing simple songs with a very small range, <i>mi-so</i> (Cuckoo interval e.g. <i>Hello, How are You</i>), then progress to slightly wider intervals (e.g. <i>Bounce High, Bounce Low</i>).</p> <p>Copy back intervals of an octave and fifth (high, low). Sing <i>pentatonic songs</i> (e.g. <i>Dr Knickerbocker</i>).</p> <p>Sing a wide range of <i>call and response</i> songs (e.g. <i>Pretty Trees Around the World</i> from <i>Rhythms of Childhood</i>), to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Demonstrate good singing posture.</p>	<p>Sing songs regularly with a pitch range of <i>do-so</i> (fifth intervals) with increasing vocal control.</p> <p>Sing songs collectively (in unison) and sometimes in parts, with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</p> <p>Demonstrate an understanding of dynamics when singing by responding to the leader's directions and/ or visual symbols (e.g. <i>crescendo, decrescendo, pause</i>).</p>
<p>MMC Key Area:</p> <p>Listening</p> <p>NC Objective: Listen with concentration and</p>	<p>Recognise and respond to: High and low sounds, long and short sounds, a steady beat, fast and slow, a range of sound makers, one sound or many sounds combined.</p>	<p>Listen to certain pieces of music and describe some of the pictures and images they create in their imagination. Join in with the steady beat</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p>	<p>Talk about how the song makes them feel.</p> <p>Identify and join in with different steady beats.</p> <p>Describe tempo as fast or slow and compare different tempos.</p>

<p>understanding to a range of high-quality live and recorded music</p>	<p>Describe musical stories: same and different, happy and sad. Begin to develop shared knowledge and understanding of the stories and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in school.</p>	<p>Join in with sections of the song eg. call and response.</p> <p>Begin to understand about different styles of music.</p> <p>Recognise the sounds of different instruments and begin to name some of the instruments that they can hear.</p> <p>Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in school.</p>	<p>Describe dynamics as loud and soft, getting louder and getting softer.</p> <p>Identify and Join in with sections of the song eg. Chorus. Start to talk about the style of a song.</p> <p>Recognise and name some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school.</p>
<p>MMC Key Area:</p> <p>Composing</p> <p>NC objective: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Recognise and explore how sounds can be made and changed (such as holding a triangle by the string instead of with your hand).</p> <p>Explore the different sounds of instruments.</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</p> <p>Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on un-tuned percussion, creating a musical conversation.</p> <p>Explore improvisation within a major scale using the notes: C D E, C G A, G A B, F G A</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>
<p>MMC Key Area:</p> <p>Musicianship (Performing)</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Begin to move rhythmically.</p>	<p>Pulse/Beat</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>Pulse/Beat</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>

<p>NC objective: Play tuned and un-tuned instruments musically</p>	<p>Imitate movement in response to music.</p> <p>Demonstrate some awareness of beat and mood.</p> <p>Tap out simple repeated rhythms.</p> <p>Begins to build a repertoire of songs and dances.</p>	<p>Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Rhythm Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>Pitch Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing, (e.g. 4 dots = 4 taps on the drum).</p>	<p>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen.</p> <p>Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on un-tuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Pitch Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p>
<p>Key Vocabulary</p>	<p>Begin to understand and use words and phrases such as: Sing, song, chant, rhyme, sound, fast, slow, loud, quiet.</p>	<p>Understand and use words and phrases such as: Voice, call, response, beat, rhythm, pitch, high, low, loud, soft, long, short, pattern, mood, instrument, perform.</p>	<p>Understand and use words and phrases such as: Pulse, tempo, getting faster/ slower, getting louder/ softer, symbols, notation, crotchets, quavers, rests, part, round, verse, chorus.</p>