



Music in EYFS (taken from EYFS National Curriculum)

Early learning goal – Exploring and using media and materials

Skill

Children sing songs, make music and dance and experiment with ways of changing them.

30 – 50 months: Taps out simple repeated rhythms.

Explores and learns how sounds can be changed.

40 – 60+ months: Explores the different sounds of instruments.

Begins to build a repertoire of songs and dances

Knowledge

To know that we can move with the pulse of the music.

To know that the words of songs can tell stories and paint pictures.

To sing or rap nursery rhymes and simple songs from memory.

Songs have sections.

A performance is sharing music.

KS1 Music Programmes of Study

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.
- Listen with concentration and understanding to a range of high- quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 Music Programmes of Study

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high quality live and recorded music drwn from traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Overarching outcomes for KS2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

	Progression of knowledge and skills						
KS1	Y1	Y2	KS2	Y3	Y4	Y5	Y6
Controlling sounds through singing and playing (Play and Perform)							
Uses voices expressively	Skill Use voices in different ways such as speaking, singing and chanting.	Skill Use voices expressively and creatively. To sing with the sense of shape of the melody.	Sings songs in unison and two parts.	Skill To sing in unison, becoming aware of pitch.	skill To sing in unison maintaining the correct pitch and using increasing expression.	Skill To sing in unison with clear dictation, controlled pitch and sense of phrase.	Skill To sing in solo, unison and in parts with clear dictation, controlled pitch and with sense of phrase
	Knowledge To confidently sing or rap five songs from memory and sing them in unison.	Knowledge To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. To know why we need to warm up our voices.		Knowledge To know what pitch means. To know why we warm up our voices. Singing in a group can be called a choir. To know the job of a conductor.	Knowledge Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice.	Knowledge To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice.	Knowledge To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice
Play tuned and un-tuned instruments.	Skills To create and chose sounds. To perform simple rhythmical patterns, beginning to show an	Skill To create and choose sounds for a specific effect. To perform rhythmical patterns keeping a steady pace.	To play tuned and un-tuned instruments with control and accuracy.	Skill To perform simple rhythmic and musical parts, beginning to vary the pitch.	Skill To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	Skill To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	Skill To play and perform with accuracy, fluency, control and expression.

	awareness of pulse.						
	<u>Knowledge</u> A performance is sharing music with other people, called an audience. What is a performance? What is an audience? Learn the names of the instruments they are playing.	<u>Knowledge</u> Know the names of untuned percussion instruments played in class.		<u>Knowledge</u> To know and be able to talk about the instruments used in class.	<u>Knowledge</u> Other instruments they might play or be played in a band or orchestra or by their friends.	<u>Knowledge</u> The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends.	<u>Knowledge</u> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends.
Rehearse and perform with others.	<u>Skill</u> To think about others when performing.	<u>Skill</u> To think about others while performing.	To practise, rehearse and present performances with awareness of audience.	<u>Skill</u> To think about others while performing.	<u>Skill</u> To think about others while performing.	<u>Skill</u> To maintain my own part and be aware how the different parts fit together.	<u>Skill</u> To think about the audience when performing and how to create a specific effect.
	<u>Knowledge</u> A performance is sharing music with other people, called an audience. What is a performance? What is an audience?	<u>Knowledge</u> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.		<u>Knowledge</u> It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music.	<u>Knowledge</u> A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music.	<u>Knowledge</u> You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas,	<u>Knowledge</u> To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned. You must sing or rap

						thoughts and feelings about the song/music.	the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music
Creating and Developing musical ideas (Create and Compose)							
Create musical patterns	Skill To experiment with sounds.	Skill Repeat short rhythmic and melodic patterns.	Improvise, developing rhythmic and melodic material when performing.	skill To create simple rhythmical patterns that use a small range of notes.	Skill To create rhythmical and simple melodic patterns using an increased number of notes.	Skill To create increasingly complicated rhythmic and melodic phrases within given structures.	Skill To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given structures.
	Knowledge To know about the sounds, they make. To know that we can create rhythms from words, our names, favourite food, colours and animals.	Knowledge To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.		Knowledge When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five.	Knowledge To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations	Knowledge To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians	Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

							To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians
Explore, choose and organise sounds and musical ideas.	Skill To explore how sounds, make loud, soft, high, low sounds.	Skill To begin to explore and choose and order sounds using the inter-related dimensions of music.	Explore, choose, combine and organise musical ideas and musical structures.	Skill To begin to join simple layers of sound.	Skill To join layers of sound thinking about musical dynamics of each layer and understanding the effect.	Skill To create increasingly complicated rhythmic and melodic phrases within given structures.	Skill To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given structures.
	Knowledge To recognise sounds. To know that sounds can be organised; loud, soft, high, low	Knowledge Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.		Knowledge Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat.	Knowledge Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.	Knowledge How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.	Knowledge Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas

							for the group to copy or respond to.
Responding and Reviewing appraising skills							
Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	Skill To talk about how music makes you feel or want to move.	Skill To respond to different moods in music and explain thinking about changes in sound.	Analyse and compare sounds. Explore and explain ideas about music using movement, dance and expressive and musical language.	Skill To explore and comment on the ways sounds can be used expressively.	skill To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	Skill To describe, compare and evaluate different types of music beginning to use musical words.	Skill To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.
	Knowledge To know that music has a steady pulse, like a heartbeat.	Knowledge To know that songs have a musical style.			Knowledge To know the style of the five songs. Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song.	Knowledge To know five songs from memory and who sang them or wrote them. Some of the style indicators of that song (musical characteristics that give the song its style).	Knowledge A performance involves communicating ideas, thoughts and feelings about the song/music. The historical context of the songs. What else was going on at this time?
To make improvements to my own work.	Skill To be able to make improvements to their work. To be able to explain why they have made improvements.	Skill To identify what improvements could be made to own work and make these changes.	To reflect on and improve own and others work in relation to its intended effect.	Skill To comment on the effectiveness of own work, identifying and making improvements.	Skill To comment on the effectiveness of own work, identifying and making improvements based on intended outcome.	Skill To comment on the success of own and others work, suggesting improvements based on intended outcomes.	Skill To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
	Knowledge To know how to make improvements to their work.	Knowledge To know how and why they have made changes or improvements to their work.			Knowledge To be able to make improvements	Knowledge To know how to make improvements to their work and explain why.	Knowledge To know how to make improvements to their work and explain why. Peer critique.
Listening and applying knowledge and understanding.							

To listen with concentration and recall sounds within increasing aural memory.	Skill To begin to follow basic musical instructions.	Skill To identify and recognise repeated patterns and follow a wider range of musical instructions.	To listen with attention to detail and to internalise and recall sounds.	Skill To listen with attention and begin to recall sounds.	Skill To listen to and recall patterns of sounds with increasing accuracy.	Skill To listen to and recall a range of sounds and patterns of sounds confidently.	Skill To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
	Knowledge To know how to identify simple repeated patterns.	Knowledge Learn the names of the notes in their instrumental part from memory or when written down.		Knowledge Its lyrics: what the song is about	Knowledge How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.	Knowledge How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.	Knowledge The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	Skill To begin to explain that musical elements can be used to create different moods and effects.	Skill To explain how musical elements, create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	Skill To begin to understand how different musical elements are combined and used to create an effect.	Skill To understand how different musical elements are combined and used expressively.	Skill To begin to identify the relationship between sounds and how music can reflect different meanings.	Skill To identify and explore the relationship between sounds and how music can reflect different meanings.
	Knowledge To know how music can create moods and effects.	Knowledge To know how musical elements can create different moods and effects.		Knowledge Musical dimensions featured in the song, and where they are used (texture,	Knowledge To know and be able to talk about:	Knowledge How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together	Knowledge The style indicators of the songs (musical characteristics that

				dynamics, tempo, rhythm and pitch) can create effect.	Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse	and how they connect in a song and can create feeling and emotion.	give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
To understand that sounds can be made in different ways and described using given and invented signs and symbols.	Skill To begin to represent sounds with simple sounds including shapes and marks.	Skill To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and describe through relevant established and invented notations.	Skill To begin to recognise simple notations to represent music, including pitch and volume.	Skill To understand and begin to use established and invented musical to represent music.	Skill To recognise and use a range of musical notations including staff notation.	Skill To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
	Knowledge To know how to represent sounds with shapes and marks. Composing is like writing a story with music.	Knowledge Composing is like writing a story with music.		Knowledge To begin to know some names of the notes and how they are represented.	Knowledge To begin to know some names of the notes and how they are represented.	Knowledge Notation: recognise the connection between sound and symbol	Knowledge Notation: recognise the connection between sound and symbol. Different ways of writing music down – e.g. staff notation, symbols
To know how music is used for particular purposes.	Skill To listen then talk about when and why they may hear certain music e.g: a lullaby or a Wedding march.	Skill To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.	To understand how time and place can influence the way music is created.	Skill To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	Skill To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	Skill To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	Skill To evaluate how venue, occasions and purpose effects the way that music is created and performed.
	Knowledge	Knowledge		Knowledge	Knowledge	Knowledge	Knowledge

	To know how music is used for particular purposes.	To know vocabulary to describe music and why it fits the purpose. E.g: It's quiet and smooth so it would be good for a lullaby.		To know about composers and their music used at certain celebrations.	To know about composers and their music used at certain celebrations.	To know about composers and their music used at certain celebrations. History of the composer.	To know about the history of music from different cultures. Traditions, composers and musicians.
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Glossary of Terms

Pulse- the steady beat of a piece of music.

Pitch- the melody and the way the notes change from high to low and vice versa.

Rhythm- or duration is the pattern of long and short sounds in a piece of music.

Dynamics- loud and soft

Tempo- fast and slow

Timbre- the type of music- whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments).

Texture- layers of sound (number of instruments or voices playing together).

Structure- the way the music is laid out e.g. verse, chorus, and verse.

Melodic dictation- (also called transcription) involves the ability to hear a piece of music and quickly play it back or write down the notes of the melody.

Notation is a system of graphics or symbols, characters and abbreviated expressions.

