

## Progression of Music



### Curriculum Knowledge and Skills Progression Document for Music

#### Knowledge, skills and understanding breakdown for EYFS

All early years providers are required to deliver an educational programme in Expressive Arts and Design as part of the early years foundation stage (EYFS) statutory framework, for children from birth to age five. By the end of the EYFS, children at the expected level of development should be able to: sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (DfE, 2022).

##### Birth to Three

- Do they show attention to sounds and music?
- Do they respond emotionally and physically to music when it changes?
- Can they move and dance to music?
- Can they anticipate phrases and actions in rhymes and songs?
- Do they enjoy their voices and enjoy making sounds?
- Do they join in with songs and rhymes?
- Can they make rhythmical and repetitive sounds?
- Do they explore a range of sound makers and instruments and play them in different ways?
- Do they enjoy and take part in action songs?

##### Three to Four Year Olds

- Do they listen with increased attention to sounds?
- Do they respond to what they have heard, expressing their thoughts and feelings?
- Can they remember and sing entire songs?
- Can they sing the pitch of a tone sung by another person (pitch match)?
- Can they sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs?
- Can they create their own songs, or improvise a song around one they know?
- Do they play instruments with increasing control to express their feeling and ideas?

##### Reception

- Can they listen attentively, move to and talk about music, expressing their feelings and responses
- Can they watch and talk about dance and performance art, expressing their feelings and responses
- Do they sing in a group or on their own, increasingly matching the pitch and following the melody?
- Do they explore and engage in music making and dance, performing solo or in groups?

##### Early Learning Goal

- Can they sing a range of well-known nursery rhymes and songs?
- Can they perform songs, rhymes, poems and stories with others, and-when appropriate-try to move in time with music?

## National Curriculum Requirements for Music at Key Stage 1

Music is a statutory subject in the national curriculum for all children in primary school and for the first years of secondary (from key stage 1 to 3). This applies to mainstream and special schools. Music should be planned, sequenced and taught as robustly as any other foundation subject.(DfE 2022).

### Key Stage One

Do they use their voices expressively and creatively by singing songs and speaking chants and rhymes?

Can they play tuned and untuned instruments musically?

Can they listen with concentration and understanding to a wide range of high quality live and recorded music?

Do they experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, structure, musical notation)?

## Knowledge, skills and understanding breakdown for Year 1

**PLEASE REFER TO THE MODEL MUSIC CURRICULUM FOR MUSIC THAT IS APPROPRIATE FOR YOUR YEAR GROUP**

### Singing

Can they sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch?

Can they respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in?

Can they sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood)?

Can they control vocal pitch and match the pitch they hear with accuracy?

### Listening

Do they understand the stories, origins, traditions, history and social context of the music that they are listening to, singing and playing?

### Composing

Can they improvise vocal chants, using question and answer phrases?

Can they create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey?

Can they combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves)?

Do they understand the difference between creating a rhythm pattern and a pitch pattern?

Can they invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns?

Can they use music technology, if available, to capture, change and combine sounds?

Do they recognise how graphic notation can represent created sounds?

Can they explore and invent own symbols?

### Musicianship

#### Pulse/Beat

Can they walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes?

Can they use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.)?

Can they play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat?

Do they respond to the pulse in recorded/live music through movement and dance?

## Rhythm

Can they perform short copycat rhythm patterns accurately, led by the teacher?

Can they perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat?

Can they perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips)?

Can they create, retain and perform their own rhythm patterns?

## Pitch

Can they listen to sounds in the local school environment, comparing high and low sounds?

Can they sing familiar songs in both low and high voices and talk about the difference in sound?

Can they explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps?

Can they follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum?

## Year 2

### Singing

Do they sing songs regularly with a pitch range of do-so with increasing vocal control?

Can they sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately?

Do they know the meaning of dynamics (loud/quiet) and tempo (fast/slow)?

Can they demonstrate these when singing by responding to (a) the leader's directions? And (b) visual symbols (e.g. crescendo, decrescendo, pause)?

### Listening

Do they understand the stories, origins, traditions, history and social context of the music that they are listening to, singing and playing?

### Composing

Can they create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)?

Can they work with a partner to improvise simple question and answer phrases? To be sung and played on untuned percussion, creating a musical conversation.

Can they use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces?

Can they use music technology, if available, to capture, change and combine sounds?

### Musicianship

#### Pulse/Beat

Do they understand that the speed of the beat can change, creating a faster or slower pace (tempo)?

Can they mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping?

Do they recognise tempo as well as changes in tempo?

Can they walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato)?

Do they know the difference between left and right to support coordination and shared movement with others?

Can they begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats?

Can they identify the beat groupings in familiar music that they sing regularly and listen to?

## Rhythm

Can they play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion?  
Can they create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?)?  
Can they read and respond to chanted rhythm patterns?  
Can they represent chanted rhythm patterns with stick notation including crotchets, quavers and crotchets rests?  
Can they create and perform their own chanted rhythm patterns with the same stick notation?

### Pitch

Can they play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody?  
Can they sing short phrases independently within a singing game or short song?  
Can they respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low)?  
Can they recognise dot notation and match it to 3-note tunes played on tuned percussion?

### **Progression of vocabulary Music at EYFS**

Sing  
Nursery rhyme  
Quiet  
Loud  
Listen  
Sound  
Long  
Short  
Instrument  
Action  
Play  
Shake  
Tap  
Scrape  
Move  
Happy  
Sad  
Speed  
Join in  
Volume  
Clap

(List not exhaustive-naming all musical instruments that are played will also be included)

### Progression of vocabulary for Music at year 1

Melody  
Long  
Short  
Pitch  
Rap  
Improvise  
Compose  
Singers  
Loud  
Softly  
Quiet  
Groove  
Audience  
Lyrics  
Tradition  
Beat  
Rhythm  
High  
Low  
Perform  
Percussion  
Emotion  
End  
Fast  
Slow  
Middle  
Pulse  
Repetition  
Symbol  
National anthem  
Plucking  
Shaking  
Blowing  
Banging

(List not exhaustive-naming all musical instruments that are played will also be included)

### Progression of vocabulary for Music at year 2

Pattern  
Chant  
Compose  
Composition  
Duration  
Pulse  
Repetition  
Choir  
Orchestra

Tempo

Dynamics

Notation

Duet

Humming

Solo

Introduction

Pitch

Keyboard

Drums

Improvise

Question and answer

Melody

Dynamics

Perform

Performance

Yodelling

(List not exhaustive-naming all musical instruments that are played will also be included)