



Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage children are expected to:

EYFS	KS1	KS2
<p><b><u>Exploring and Using Media and Materials</u></b>  <b><u>30-50 months</u></b>            Sings a few familiar songs            Imitates movement in response to music.            Taps out simple repeated rhythms.            Explores and learns how sounds can be changed.</p> <p><b><u>40-60 months</u></b>            Begins to build a repertoire of songs and dances.            Explores the different sounds of instruments.</p> <p><b><u>ELG</u></b> - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Being Imaginative</u></b>  <b><u>30-50 months</u></b>            Creates movement in response to music.            Sings to self and makes up simple songs.            Makes up rhythms.</p> <p><b><u>ELG</u></b> - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.               <ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> </ul> </li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</li> <li>• Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.               <ul style="list-style-type: none"> <li>• Use and understand the basics of the stave and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.                   <ul style="list-style-type: none"> <li>• Develop an understanding of the history of music.</li> </ul> </li> </ul> </li> </ul>



Area of skill as identified in the curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Compose</b>	<ul style="list-style-type: none"> <li>Use their voice to do: humming, whispers, whistles.</li> <li>Make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long – short.</li> <li>Use short given patterns in compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Use their body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.</li> <li>Make sounds that reflect a topic.</li> <li>Use given symbols to record long and short sounds.</li> <li>Say what they like and do not like about other's performances.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice and copy a given scale.</li> <li>Create their own symbols to represent different sounds and instruments in his/her compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Compose three note patterns.</li> <li>Compose simple tunes using a pentatonic scale (a scale with 5 notes).</li> <li>Improvise repeated patterns (ostinato).</li> <li>Reflect on, and improve their own work e.g. they can evaluate their piece against given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Compose melodic and rhythmic phrases.</li> <li>Reflect on his/her compositions dynamics, tempo and timbre.</li> <li>Start to recognise and start to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats</li> </ul>	<ul style="list-style-type: none"> <li>Understand when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.</li> <li>Layer sounds to create effects.</li> <li>Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather).</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>Use: high voice, middle voice, low voice.</li> <li>Sing in tune.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison with a group.</li> <li>Make and change sound on an instrument both tuned and untuned creating both long and short sounds. Perform to an audience and improve their performance by practising.</li> </ul>	<ul style="list-style-type: none"> <li>Sing expressively in time to the beat and rhythm.</li> <li>Take part in two-part harmonies.</li> <li>Perform simple rhythmic and melodic patterns on an instrument to accompany a song.</li> </ul>	<ul style="list-style-type: none"> <li>Perform given compositions/songs from memory.</li> <li>take part in two-part songs.</li> <li>Perform as part of a group and individually to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Perform own rhythmic and melodic patterns on an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Sing expressively combining dynamics, tempo and pitch.</li> <li>Perform own compositions from memory.</li> <li>Hold a part within a round.</li> <li>Take part in three part harmonies and descants.</li> <li>Lead a group in performance.</li> </ul>
<b>Listening and Context</b>	<ul style="list-style-type: none"> <li>Identify a beat and join in.</li> <li>Identify the mood of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Explain to another which of two sounds is higher or lower.</li> <li>Recognise a beat, rhythm and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify how many beats are in a bar when listening to pieces of music.</li> <li>Use some musical terminology to describe a piece of music.</li> <li>Compare pieces, thinking about pitch, mood, rhythm and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what they think a piece of music's purpose could be.</li> <li>Evaluate others work, thinking about pitch, mood, rhythm and tempo.</li> <li>Express his/her opinions about music from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore reasons for composers' tempo choices.</li> <li>Find similarities and differences between different historical composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>Pick out details within a piece and recall these details from memory.</li> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music.</li> </ul>



Moredon Primary and Nursery School

Progression Skills Document – Music

			<ul style="list-style-type: none"> <li>Find similarities and differences in the work of a great composer/musician from history.</li> </ul>		<ul style="list-style-type: none"> <li>Explain how the music of the past reflected the society of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Compare pieces thinking about texture, structure, timbre and dynamics.</li> <li>Evaluate others work thinking about texture, structure, timbre and dynamics.</li> </ul>
Key Vocabulary	<ul style="list-style-type: none"> <li><u>Beat</u></li> <li><u>Pitch</u></li> <li><u>Sound</u></li> <li><u>Tempo</u></li> <li><u>High, low, fast and slow</u></li> <li><u>Perform</u></li> <li><u>Tune</u></li> <li><u>voice</u></li> <li><u>rhythm</u></li> <li><u>repeat</u></li> <li><u>perform</u></li> <li><u>pattern</u></li> </ul>	<ul style="list-style-type: none"> <li><u>compose</u></li> <li><u>duration</u></li> <li><u>Body percussion</u></li> <li><u>phrase</u></li> <li><u>pitch</u></li> <li><u>tuned percussion</u></li> <li><u>untuned percussion</u></li> <li><u>volume</u></li> <li><u>pulse</u></li> <li><u>musical style</u></li> <li><u>symbol</u></li> <li><u>composition</u></li> <li><u>timbre</u></li> <li><u>-dynamics</u></li> </ul>	<ul style="list-style-type: none"> <li><u>names of orchestral instruments</u></li> <li><u>accompaniment</u></li> <li><u>mood</u></li> <li><u>composer</u></li> <li><u>conductor</u></li> <li><u>duet</u></li> <li><u>duration</u></li> <li><u>dynamics</u></li> <li><u>lyrics</u></li> <li><u>harmony</u></li> <li><u>melody</u></li> <li><u>orchestra</u></li> <li><u>mood</u></li> <li><u>structure</u></li> <li><u>theme</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Ostinato</u></li> <li><u>Improvise</u></li> <li><u>Leaping</u></li> <li><u>Phrase</u></li> <li><u>Silence</u></li> <li><u>Scale</u></li> <li><u>pentatonic scale</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Crochet</u></li> <li><u>minim</u></li> <li><u>soundscape</u></li> <li><u>descant</u></li> <li><u>round</u></li> <li><u>phrases</u></li> <li><u>melodic</u></li> <li><u>Notation</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Score</u></li> <li><u>Semibreves</u></li> <li><u>Stave</u></li> <li><u>Rest</u></li> <li><u>Quavers</u></li> </ul>