

## Music: Knowledge and Skills Progression Map

### Early Years

#### By the end of EYFS, children will:

- Remember and sing well known rhymes and songs in a small group.
- Join in with number rhymes
- Explore environmental sounds; indoors and outdoors.
- Explore a variety of music, song and rhymes.
- Explore a variety of musical instruments.
- Explore a variety of resources that can be used as a musical instrument.
- Listen to music and explore how it makes them feel.
- Play and perform 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 interrelated dimensions of music.

#### Expressive Arts and Design: Being Imaginative and Expressive

ELG: Invent, adapt and recount narratives and stories with peers and their teacher.

ELG: Sing a range of well-known nursery rhymes and songs.

ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

#### EYFS Vocabulary:

Rhymes, Nursery rhymes, songs, sing, singing, soft, quiet, loud, shout, clap, copy, beat.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Development Matters links:	<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'.)</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'.)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Remember to sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'.)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
Substantive Knowledge:	<p>-I can sing nursery rhymes and find my favourite rhymes to share.</p> <p>-I can sing familiar number rhymes</p> <p>-I can identify some familiar indoor sounds.</p> <p>-I can identify some familiar outdoor sounds.</p>	<p>-I can sing some songs during our Nursery Nativity.</p>	<p>-I can sing the lullaby Twinkle, Twinkle Little Star</p> <p>-I can follow along using the actions to the song.</p> <p>-I can listen for rhyme.</p> <p>-I can make an alternative rhyme.</p>	<p>-Practice how to <i>Move Like a Dinosaur</i> song and actions.</p> <p>-I can add my own verses and actions to the song.</p>	<p>-I can hum a tune as well as learning the words.</p>	<p>-I can recognize some instruments.</p> <p>-I can play some instruments.</p>

Skill:	<ul style="list-style-type: none"> <li>-Remember and sing well known rhymes and songs in a small group.</li> <li>-Number rhymes</li> <li>-Environmental sounds, indoor and outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and remember some words and actions in songs for our Nursery Nativity.</li> </ul>	<ul style="list-style-type: none"> <li>-Remember and sing well known rhymes and songs in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>-Remember and sing well known rhymes and songs in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore a range of instruments.</li> <li>-Explore how instruments can make noise.</li> </ul>
Experience:	<ul style="list-style-type: none"> <li>-Environmental walk</li> <li>-Listening activities to indoor sounds</li> <li>-Acting out parts of the song e.g. 5 children are 5 Little Speckle Frogs</li> </ul>	<ul style="list-style-type: none"> <li>-Christmas nativity rehearsals</li> </ul>	<ul style="list-style-type: none"> <li>-Opportunities to perform their alternative rhymes on our outdoor stage.</li> </ul>		<ul style="list-style-type: none"> <li>-Exploring vocabulary</li> <li>-Dinosaur Island Map</li> </ul>	<ul style="list-style-type: none"> <li>-Performances using musical instruments.</li> <li>-Explore what other items can be used as a musical instrument.</li> </ul>

SEATON  
ACADEMY

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Development Matters links:	Sing in a group or on their own, increasingly matching the pitch and following the melody.	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	
Substantive Knowledge:	-Explore actions to different rhymes and songs.	<p>-Share a poem</p> <p>-Identify predicted rhyme.</p> <p>-Make noises that machines make, such as 'whirr', 'hum', 'whizz', 'clank', 'click',</p>	<p>-Nursery rhymes are songs that have been sung to children for hundred's of years.</p> <p>-Lullabies are songs that adults sing to babies to help them get to sleep.</p>	<p>-Learn to sing various farm-themed songs</p> <p>-Books of the same type of writing contain similar features that help you to work out what is coming next.</p> <p>-A story is an account of something that happened that can be true or made up.</p> <p>-A rhyme is a word that has the same last sound as another word.</p> <p>-Some rhymes have regular rhythm</p>	-Teach the children a selection of animal-themed songs and rhymes	

				patterns that help you know when to join in with repeated words and phrases		
Skill:	-Learn and sing songs and rhymes as part of a larger group.	-Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound -Christmas performance	-Learn and sing songs and rhymes as part of a larger group. -Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	-Learn and sing songs and rhymes as part of a larger group. -Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.	-Learn and sing songs and rhymes as part of a larger group.	
Experiences:		Christmas performance				

SEATON  
ACADEMY

## Key Stage 1

### By the end of KS1, children will:

- 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 interrelated dimensions of music

### KS1 Vocabulary

Acapella, Appraising, Arrangement, Back Beat, Backing, Balance, Ballad, Band, Bridge/middle 8, Chord, Chorus, Coda, Cover, Composing, Crossover, Deck, Drum loops, Dynamics, Ending, Ensemble, Groove, Harmony, Hook, Improvise, Interlude, Introduction, Lyrics, Melody, Melodic, Notation, Offbeat, Original, Ostinato, Outro, Pentatonic Scale, Performing, Phrase, Pitch, Pre-Chorus, Pulse/Beat, Recurring Theme, Rhythm, Riff, Roots Reggae, Sampling, Secular, Solo, Structure/Form/Shape, Style, Style Indicators, Syncopation, Tag, Tempo, Texture, Timbre, Urban Contemporary, Verse

### Prior learning links:

- Remember and sing well known rhymes and songs in a small group.
- Join in with number rhymes
- Explore environmental sounds; indoors and outdoors.
- Explore a variety of music, song and rhymes.
- Explore a variety of musical instruments.
- Explore a variety of resources that can be used as a musical instrument.
- Listen to music and explore how it makes them feel.
- Play and perform 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 interrelated dimensions of music.

### Expressive Arts and Design: Being Imaginative and Expressive

ELG: Invent, adapt and recount narratives and stories with peers and their teacher.

ELG: Sing a range of well-known nursery rhymes and songs.

ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
National Curriculum links:	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the interrelated dimensions of music	Play tuned and untuned instruments to a range of high-quality live and recorded music.  Listen with concentration and understanding to a range of high-quality live and recorded music	Listen with concentration and understanding to a range of high-quality live and recorded music.  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments to a range of high-quality live and recorded music.  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the interrelated dimensions of music
Substantive Knowledge:	-Explore their own rap -To understand how pulse, rhythm and pitch work together. -To know what the terms 'pulse', 'rhythm' and 'pitch' mean.	-Learn nativity songs	-I can identify different periods, genres and styles -I can use my voice to create music -Understand how music is produced and communicated.	-I can find the pulse, rhythm and pitch.	-To know and recognise the sounds and names of some instruments.	-I know some of the language related to music.
Disciplinary Knowledge:	Learn the differences between pulse, rhythm and pitch.	-Learn and perform nativity songs and Christmas carols	-Perform, listen to, review and evaluate music across a range of	-To identify and understand the pulse, rhyme and pitch in	-Listen to pieces of music. -Name some	-The history of music. -To learn some language related to

	<p>Learn and understand the form of rap.</p>	<p>-Effectively practice, rehearse and present performances to an audience with a growing awareness of the people watching.</p>	<p>historical periods, genres, styles and traditions          -Learning to sing and to use their choices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical expression.          -Understand and explore how music is created, produced and communicated, including, through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>different styles of music.</p>	<p>instruments.          -Recognise the sound of some instruments.</p>	<p>music.</p>
<p>Experiences:</p>	<p>Perform own rap to a group/class.</p>	<p>Live performance for the Christmas Nativity.           Singing in the village/ church.           Opportunity to join the choir.</p>				



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Recorders	Friendship Song	Reflect, Rewind and Replay
National Curriculum links:	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments to a range of high-quality live and recorded music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Play tuned and untuned instruments to a range of high-quality live and recorded music.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments to a range of high-quality live and recorded music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
Substantive Knowledge:	<ul style="list-style-type: none"> <li>-I can recognise musical instruments that I can hear in a piece of music.</li> <li>-I can create a simple rhyme.</li> <li>-I can play a glockenspiel.</li> </ul>	<ul style="list-style-type: none"> <li>-I know songs and actions for our Christmas Nativity.</li> </ul>	<ul style="list-style-type: none"> <li>-I can perform a piece of music.</li> <li>-I can compose my own piece of music.</li> <li>-I can play a musical instrument.</li> <li>-I know a range of musical notations that help create music.</li> </ul>	<ul style="list-style-type: none"> <li>-I can follow a pattern.</li> <li>-I can use a recorder correctly.</li> <li>-I can treat musical instruments with respect.</li> </ul>	<ul style="list-style-type: none"> <li>-I can move to the pulse and rhyme.</li> <li>-I can compose a simple melody.</li> <li>-I can play the glockenspiel using C, E and G.</li> </ul>	<ul style="list-style-type: none"> <li>-I can play a musical instrument to a song.</li> <li>-I can improvise using my voice and/or instrument.</li> </ul>

<p>Disciplinary Knowledge:</p>	<p>Find the pulse of a piece of music and recognise it is the heartbeat of the song.          -Recognise instruments that they can hear in a piece of music.          -Create rhymes recognising this is different to the pules.          -Use a glockenspiel to play G, A and C during an instrumental section of music.</p>	<p>-Learn and platform nativity songs and Christmas carols.          -Effectively practice rehearse and present performances to audiences with a growing awareness of the people watching.</p>	<p>-Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.          -Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.          -Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>-Read some music          -Follow and repeat a pattern in music.          -Hold instruments using the correct techniques and with respect.          -Understand the pulse and internalize it when listening to a piece of music.</p>	<p>-Move to the pulse and rhythm of the music.          -Sing in two parts in groups and as a class.          -Play the glockenspiel using C, E and G.          -Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.</p>	<p>-Revisit songs and musical activities.          -Listen and appraise classical music.          -Play a musical instrument along with a song.          -Improvise using voices and/or instrument.</p>
<p>Experiences:</p>	<p>Group playing to the group on the glockenspiel.</p>	<p>Christmas show.          Singing in the village/church Choir</p>	<p>Compose their own piece of music and perform.</p>	<p>Learn to play the recorder</p>		<p>Composition and whole class performances.</p>