

## 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:
<b>MMC Key Area:</b>  <b>Singing</b>  <b>NC objective:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Use their voice in different ways: speak, chant and sing.  Perform different vocal patterns.  Sing familiar songs, chants & rhymes	Sing simple songs, <i>chants</i> and rhymes (e.g. <i>Boom Chicka Boom</i> ) from memory.  Sing collectively (in unison) and at the same <b>pitch</b> , responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.  Sing simple songs with a very small range, <b>mi-so</b> (Cuckoo interval e.g. <i>Hello, How are You</i> ), then progress to slightly wider intervals (e.g. <i>Bounce High, Bounce Low</i> ).  Copy back intervals of an octave and fifth (high, low). Sing <b>pentatonic songs</b> (e.g. <i>Dr Knickerbocker</i> ).  Sing a wide range of <b>call and response</b> 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.  Demonstrate good singing posture.	Sing songs regularly with a pitch range of <b>do-so</b> (fifth intervals) with increasing vocal control.  Sing songs collectively (in unison) and sometimes in parts, with a small pitch range (e.g. <i>Rain, Rain Go Away</i> ), pitching accurately.  Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).  Demonstrate an understanding of dynamics when singing by responding to the leader's directions and/ or visual symbols (e.g. crescendo, decrescendo, pause).
<b>MMC Key Area:</b>  <b>Listening</b>  <b>NC Objective:</b> Listen with concentration and	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.	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  Describe tempo as fast or slow.  Describe dynamics as loud and quiet.	Talk about how the song makes them feel.  Identify and join in with different steady beats.  Describe tempo as fast or slow and compare different tempos.

<p><b>understanding to a range of high-quality live and recorded music</b></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><b>MMC Key Area:</b></p> <p><b>Composing</b></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><b>MMC Key Area:</b></p> <p><b>Musicianship (Performing)</b></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><b>Pulse/Beat</b></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><b>Pulse/Beat</b></p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>

<p><b>NC objective:</b> <b>Play tuned and un-tuned instruments musically</b></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><b>Rhythm</b> 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><b>Pitch</b> 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><b>Rhythm</b> 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 <b>crotchets, quavers and crotchets rests</b>.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p><b>Pitch</b> 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><b>Key Vocabulary</b></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>