



Progress in Music: Early Years Foundation Stage & Key Stage 1

Intent:

We believe that music is a universal and collaborative language that inspires us and allows us to communicate stories and emotions with others. Our children will develop an understanding of pivotal moments in the evolution of music and their place in musical history. Children will recognise that music is associated with key events in their own lives and in a wide range of cultures worldwide through exposure to music from a range of diverse people. We help children to understand the theory of music and provide them with opportunities to evaluate their personal music taste and develop their own composition.

Skill	Year R		Year 1		Year 2	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Listen and Appraise	<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To know that we can move with 	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> To know 5 songs by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know that music has a 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To know 5 songs by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know that music has a 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.

	<p>the pulse of the music.</p> <ul style="list-style-type: none"> To know that the words of songs can tell stories and paint pictures. 		<p>steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals. 		<p>steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals. To know that rhythms are different from the steady pulse. To know that we add high and low sounds, pitch, when we sing and play our instruments. 	
Singing	<ul style="list-style-type: none"> To be able to sing or rap nursery rhymes and simple songs from memory. To know that songs have sections. 	<ul style="list-style-type: none"> To be able to sing along with a pre-recorded song and add actions. To be able to sing along with the backing track. 	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> To learn about voices - singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voice - rap or say words in rhythm. To learn to start and stop singing when following the leader. 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. To know that songs include other ways of using the voice (e.g. rapping - spoken word). To know why we need to warm up our voices. 	<ul style="list-style-type: none"> To learn about voices - singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voice - rap or say words in rhythm. To learn to start and stop singing when following the leader.

						<ul style="list-style-type: none"> To learn to find a comfortable singing position.
Instruments			<ul style="list-style-type: none"> To learn the names of the notes in their instrumental part from memory or when written down. To learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> To understand that instruments should be treated carefully and with respect. Play a tuned instrumental part with the song they perform. To learn to play an instrumental part that matches their musical challenge, using one of a differentiated part (a one-note part, a simple part, a medium part). 	<ul style="list-style-type: none"> To learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> To understand that instruments should be treated carefully and with respect. To learn to play an instrumental part that matches their musical challenge, using one of a differentiated part (a one-note part, a simple part, a medium part). To play the part in time with the steady pulse. To listen to and follow musical instructions from a leader.
Composition		<ul style="list-style-type: none"> To create a pattern using a one pitched note. To be able to keep the pulse with a single note. 	<ul style="list-style-type: none"> To understand that composing is like writing a story with music. To understand that everyone can compose. 	<ul style="list-style-type: none"> To help to create a simple melody using one, two or three notes. To learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> To understand that composing is like writing a story with music. To understand that everyone can compose. 	<ul style="list-style-type: none"> To help to create a simple melody using one, two or three notes. To learn how the notes of the composition can be written down and changed if necessary.

Performing	<ul style="list-style-type: none"> ● To know that a performance is sharing music. 	<ul style="list-style-type: none"> ● To perform any of the nursery rhymes by singing and adding actions or dance. ● To perform any nursery rhymes or songs adding a simple instrumental part. ● To record their performance to talk about. 	<ul style="list-style-type: none"> ● To understand that a performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> ● To choose a song they have learnt and perform it. ● To know that they can add their ideas to the performance. ● To record their performance and say how they felt about it. 	<ul style="list-style-type: none"> ● To understand that a performance is sharing music with other people, called an audience. ● To know that a performance can be a special occasion and involve a class, a year group or a whole school. ● To know that an audience can include your parents and friends. 	<ul style="list-style-type: none"> ● To choose a song they have learnt and perform it. ● To know that they can add their ideas to the performance. ● To record their performance and say how they felt about it.
Improvisation			<ul style="list-style-type: none"> ● To know that improvisation is about making up your own tunes on the spot. ● To know that when someone improvises, they make up their own tune that has never been heard before. ● To know that everyone can improvise. 	<ul style="list-style-type: none"> ● To listen and clap back, then listen and clap your own answer (rhythm of words). ● To use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ● To take turns to improvise using one or two notes. 	<ul style="list-style-type: none"> ● To know that improvisation is about making up your own tunes on the spot. ● To know that 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 everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> ● To listen and clap back, then listen and clap your own answer (rhythm of words). ● To use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ● To take turns to improvise using one or two notes.

