



Learning, Caring and Growing Together in Faith.

St Andrew's C of E Infant School

Progression in Music

Early Learning Goals EYFS		National Curriculum Key Stage 1	
Being Imaginative and Expressive <ul style="list-style-type: none"> 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. Invent, adapt and recount narratives and stories with peers and their teacher 		Pupils should be taught to: <ul style="list-style-type: none"> 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 	
Area of Learning	Key Learning in Reception	Key Learning in Year 1	Key Learning in Year 2
<u>Listen and Appraise</u> Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none"> To know a selection of nursery rhymes off by heart. To know the stories of some nursery rhymes. To know that music can touch your feelings. <p><u>These are examples of incidental language that they may be exposed to in EYFS</u> Music, song, pulse</p>	<ul style="list-style-type: none"> To know and recognise the sound and names of some of the instruments they hear To recognise how they can enjoy moving to music To know that music has a steady pulse, like a heartbeat. To recognise rhythms <p><u>Key Vocabulary</u> Pulse, rhythm, rap, Blues, Baroque, Latin, Irish, Folk, Funk, groove</p>	<ul style="list-style-type: none"> To know some songs, have a chorus or a response/answer part To know that songs have a musical style To recognise how they can enjoy moving to music To learn how songs can tell a story or describe an idea <p><u>Key Vocabulary</u> Keyboard, drums, bass, electric guitar, saxophone, trumpet, pitch, melody, dynamics, reggae, rock, percussion,</p>



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<p>Games Pupils should be taught about the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> To know that we can move with the heartbeat of the music. To know that we can create rhythms from words, our names, favourite food, colours and animals. <p><u>These are examples of incidental language that they may be exposed to in EYFS</u> rhythm</p>	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <p><u>Key Vocabulary</u> Pulse, rhythm</p>	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We can add high and low sounds, pitch, when we sing and play our instruments. <p><u>Key Vocabulary</u> Pulse, pitch, rhythm</p>
<p>Singing Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs. To know that songs have sections. To sing along with pre-recorded songs and add actions. <p><u>These are examples of incidental language that they may be exposed to in EYFS</u> Pitch, high sounds, low sounds</p>	<ul style="list-style-type: none"> To confidently sing or rap songs from To sing notes of different pitches (high and low) To recognise that they can make different types of sounds with their voices – you can rap or say words in rhythm To be able to start and stop singing when following a leader. <p><u>Key Vocabulary</u> Pitch, melody, perform</p>	<ul style="list-style-type: none"> To know that unison is everyone singing at the same time. To recognise different ways of using the voice e.g. rapping (spoken word) To recognise why we need to warm up our voices To continue to sing notes of different pitches (high and low) To continue to recognise that they can make different types of sounds with their voices – you can rap or say words in rhythm To learn to find a comfortable singing position To be able to start and stop singing when following a leader. <p><u>Key Vocabulary</u> Perform, unison</p>



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<p>Playing Pupils should be taught to:</p> <p>play tuned and untuned instruments musically</p>	<ul style="list-style-type: none"> Using voice, objects, home-made and real musical instruments and a range of ICT <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time to with music <p><u>These are examples of incidental language that they may be exposed to in EYFS</u> perform</p>	<ul style="list-style-type: none"> To learn the names of some of the notes in their instrumental part from memory or when written down To learn the names of the instruments they are playing (glockenspiels) To treat instruments carefully and with respect To play a tuned instrumental part (glockenspiel) with the song they perform To listen to and follow musical instructions from a leader <p><u>Key Vocabulary</u> singers, percussion, audience</p>	<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 (including percussion instruments, glockenspiel and recorder) To treat instruments carefully and with respect To play a tuned instrumental part (glockenspiel) in time with the steady pulse To play the part in time with the steady pulse. <p><u>Key Vocabulary</u> Audience, glockenspiel</p>
<p>Improvisation Pupils should be taught to:</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> To know that improvisation is about making up your own tunes on the spot. To know that everyone can improvise. To improvise by clapping, singing and playing using one or two notes. <p><u>Key Vocabulary</u> Improvise</p>	<ul style="list-style-type: none"> 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 To improvise by clapping, singing and playing using one or two notes To respond through improvisation (clapping, singing or playing back) <p><u>Key Vocabulary</u> Improvise</p>



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<p><u>Composition</u> Pupils should be taught to:</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> To know that everyone can compose To create a simple melody using one, two or three notes as part of a whole class or group To recognise that the notes of the composition can be written down and changed if necessary <p><u>Key Vocabulary</u> Compose, imagination</p>	<ul style="list-style-type: none"> To know that composing is like writing a story with music To create a simple melody using two, three or five notes as part of a whole class or group To be able to write down the notes of the composition (graphic notation) and changed if necessary <p><u>Key Vocabulary</u> Compose, notes</p>
<p><u>Performance</u></p>	<ul style="list-style-type: none"> To know that a performance is sharing music. To perform a nursery rhyme by singing or adding actions or dance. To perform a nursery rhyme adding a simple instrumental part. To record the performance to talk about it. <p><u>These are examples of incidental language that they may be exposed to in EYFS</u> Actions, dance, instrument</p>	<ul style="list-style-type: none"> To know that a performance is sharing music with other people, called an audience. To add ideas to a performance. To record a performance and say how they were feeling about it. <p><u>Key Vocabulary</u> Performance, audience</p>	<ul style="list-style-type: none"> To know a performance is sharing music with an audience. To know that a performance can be a special occasion and involve a class, a year group or whole school. To know that an audience can involve your parents and friends. To add ideas to a performance. <p><u>Key Vocabulary</u> Performance, audience</p>

‘God is my strength, in whom I trust.’ Psalm 18