

Progression In Music: Knowledge and skills by Year group

	EYFS(Reception)	Year 1	Year 2
SINGING	<p>Begin to build a repertoire of songs and dances Sing songs by heart Learn to sing rhymes/seasonal songs and hymns Share and perform to a group</p> <p><u>EARLY LEARNING GOALS</u> Expressive Arts and Design</p> <p>Being Imaginative and Expressive Sing a range of familiar songs and nursery rhymes. Perform songs, rhymes, poems and stories with others</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>Begin with simple songs with a small range(mi-so) and then slightly wider, including pentatonic songs</p> <p>Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Sing songs regularly with pitch range of (Do-S0) with increasing accuracy and vocal control</p> <p>Sing songs with small pitch range, pitching accurately</p> <p>Know the meaning of dynamics(loud/quiet) and tempo(fast/slow) and be able to demonstrate these when singing by responding to a, the leader's direction b, visual symbols(crescendo, decrescendo, pause)</p>

<p>LISTENING AND REVIEWING</p>	<p>Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching to the object or instrument. Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.</p> <p>EARLY LERNING GOALS Expressive Arts and Design</p> <p>Being Imaginative and Expressive Try to move in time to different styles of music.</p>	<p>Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes Describing the character, mood, or 'story' of music they listen to (verbally or through movement) Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</p>
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<p style="text-align: center;">COMPOSING</p>	<p>Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music Experimenting with playing instruments in different ways</p> <p>EARLY LERNING GOALS <i>Expressive Arts and Design</i></p> <p>Being Imaginative and Expressive Explore and use pace and tempo Explore different sounds Know about Beat, rhythm and tempo Know how to make up their own song – including changing words</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music.. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p>
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<p style="text-align: center;">PERFORMING</p>	<p>Using their voices to join in with well-known songs from memory Remembering and maintaining their role within a group performance Moving to music with instruction to perform actions Participating in performances to a small audience Stopping and starting playing at the right time</p> <p>EARLY LEARNING GOALS Expressive Arts and Design</p> <p>Being Imaginative and Expressive Explore the different sounds of instruments Know that instruments make different sounds Experiment with ways of changing them Play a range of percussion instruments</p>	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>
<p style="text-align: center;">VOCABULARY</p>	<p>Nursery rhymes, song, dance, move</p> <p>Beat, rhythm, tempo, pace, compose</p> <p>Instruments, percussion, change, perform</p>	<p>Chants, pitch, call and response</p> <p>Question and answer phrases, sequences, rhythm, beat, pace, compose</p> <p>Pulse/beat, tempo, body percussion, ostinato, tuned instruments, glockenspiel</p>	<p>Pitch, dynamics, tempo, crescendo, decrescendo, pause</p> <p>Improvise, question and answer phrases, untuned percussion, dot notation, stick notation</p> <p>Pulse/beat, groupings, rhythm, crotchets, quavers, crotchet rests, tuned percussion, Glockenspiel</p>