



# Music Progression of Knowledge and Skills

<b>Subject Content</b>	<p><b>EYFS Development Matters: Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solos or in groups</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> </ul> <p><b>ELG: (Expressive Arts and Design) Being Imaginative and Expressive: 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.</b></p> <p><b>KS1 Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
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	FS2	Year 1	Year 2
<b>Singing</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes	Sing agreed repertoire of well-known nursery rhymes, matching the pitch and following the melody.	Rehearse and perform with others; Sing together at the same pitch, responding to visual directions about tempo and dynamics; Sing songs with a mi-so range; Sing pentatonic songs	Sing songs with a small pitch range (do-so); Begin to be able to control the pitch of singing; Use their voices confidently; When singing, respond to visual directions from a leader about <b>tempo, dynamics, crescendo and decrescendo</b> .
<b>Listening</b> listen with concentration and understanding to a range of high-quality live and recorded music	Respond to different styles of music by moving my body in various ways; Suggest how a piece of music makes me feel	Listen to a range of music (live and recorded) from different musical styles and eras ( <i>ref. suggested repertoire in MMC doc</i> )	Develop knowledge and understanding of the origin, tradition, history and social context of different pieces of music ( <i>ref. suggested repertoire in MMC doc.</i> )
<b>Composing</b> experiment with, create, select and combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically	Clap or tap a simple rhythm pattern to match the syllables in my name, or linked to multi-syllabic words; Play a wide range of percussion instruments; I can describe the sounds I make in simple terms such as loud, quiet, fast or slow.	Create a short sequence of sounds using percussion instruments in response to stimuli; Invent, retain and recall rhythm and pitch patterns; Perform a short, repeated rhythm pattern ( <b>ostinati</b> ) using percussion instruments and body percussion; Use music technology to capture, change and	With a partner, improvise simple question and answer phrases to create a musical 'conversation'; Create music using percussion instruments in response to a non-musical stimulus; Create rhythm patterns using word phrases as a starting point; play 'copycat' <b>rhythm</b> patterns on percussion instruments; Continue to use music technology to capture,

	.	combine sounds; Explore and invent their own symbols to represent created sounds.	change and combine sounds; Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. Respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests.
<b>Musicianship</b> <i>Understand musical vocabulary and be able to use different musical effects when composing and performing</i>	Use a percussion instrument with others in a small group to play a steady <b>beat</b> to match a nursery rhyme; Be a 'conductor', and give visual clues about <b>tempo</b> and <b>volume</b>	Walk/move or clap a <b>steady beat</b> to a piece of music; Understand the difference between a <b>rhythm pattern</b> and a <b>pitch pattern</b> ; Talk about the <b>pitch</b> of different environmental sounds	Mark the <b>beat</b> of a piece of music, recognising a <b>change in tempo</b> ; Begin to <b>group beats</b> in two's or three's by tapping on first (strongest) beat, and clapping remaining beats;

### How we will implement Music at Hetts Lane

- Planned teaching of music each term through **enquiry lessons**. These are a series of progressive and differentiated lessons and provide purpose and meaning for children. Lessons include, where relevant, playing untuned and tuned instruments.
- Planned music units of work linked enquiry and are planned by class teachers with support from **music leader**.
- Children use music in their classrooms as part of their **daily life** at school to apply skills taught and enrich opportunities. E.g. days of week/number bond songs & rhymes, clapping rhythms, handwriting to music etc.
- **Evidence** of music can be seen in FS 'Green books' and KS1 individual pupil enquiry books , class learning journey displays and on annotated enquiry medium term planning and enquiry organisers.
- **Assemblies** provided opportunity for collective singing of seasonal songs. These include listening to a range of music (enter and leave hall), music from different cultures, religions, seasons, songs about school and periods of time and live musical performances.
- Each year group produces performances involving singing, music, acting & dance.
- **Music clubs** offered to children across the year where possible, e.g. recorders and choir.