

The Discovery School

EYFS/ KS1 Music Progression of Knowledge and Skills

Key to understanding this document:

Black = National Curriculum objectives **Blue = Knowledge** **Red = Skills**, **Green = Resources**

At The Discovery School we understand the importance of our children knowing more, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.

Area of learning	EYFS Children should be taught to:	Year 1 Children should be taught to:	Year 2 Children should be taught to:
Model Music Curriculum (MMC) Key Area: <i>Singing</i> NC objective: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	Use their voice in different ways: speak, chant, sing. Perform different vocal patterns. Sing familiar songs, chants & rhymes.	Sing simple songs, chants and rhymes (e.g. <i>Boom Chicka Boom</i>) from memory. Sing collectively (in unison) and at the same pitch , responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing simple songs with a very small range, mi-so (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 pentatonic songs (e.g. <i>Dr Knickerbocker</i>). Sing a wide range of call and response songs (e.g. <i>Pretty Trees Around the World from 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 do-so (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. <i>crescendo, decrescendo, pause</i>).

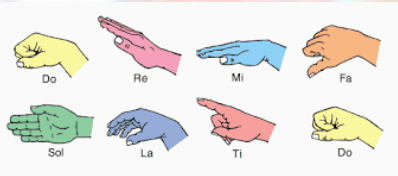
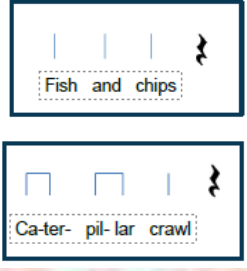
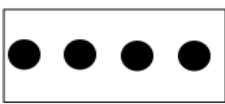
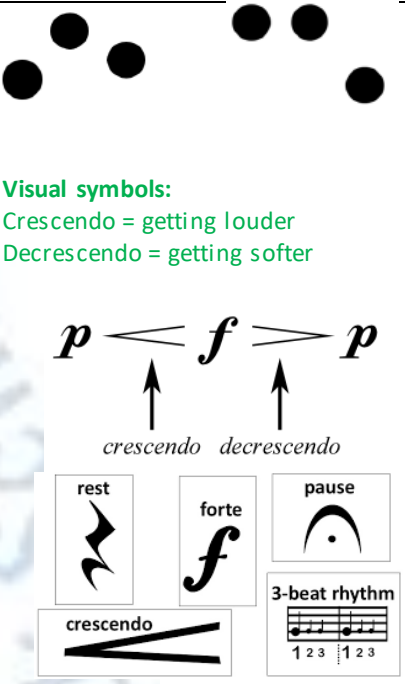
<p>MMC Key Area: <i>Listening</i></p> <p>NC Objective: <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Recognise and respond to: High and low sounds, long and short sounds, a steady beat, fast and slow, a range of sound makers, one sound or many sounds combined.</p> <p>Describe musical stories: same and different, happy and sad.</p> <p>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>Listen to certain pieces of music and describe some of the pictures and images they create in their imagination.</p> <p>Join in with the steady beat</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</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>Talk about how the song makes them feel.</p> <p>Identify and join in with different steady beats.</p> <p>Describe tempo as fast or slow and compare different tempos.</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.</p> <p>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 (e.g. Music at Malling concert).</p>
<p>MMC Key Area: <i>Composing</i></p>	<p>Choose the most appropriate sound to match a theme (such as an animal, weather or event)</p>	<p>Improvises simple vocal chants, using question and answer phrases.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p>

<p>NC Objective: <i>Experiment with, create, select and combine sounds using the *inter-related dimensions of music.</i></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>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>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned 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>MMC Key Area: Musicianship (Performing)</p> <p>NC Objective: <i>Play tuned and untuned instruments musically</i></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>Imitate movement in response to music.</p> <p>Demonstrate some awareness of beat and mood.</p> <p>Tap out simple repeated rhythms.</p>	<p>Pulse/Beat</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>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>Rhythm</p>	<p>Pulse/Beat</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). 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>Begins to build a repertoire of songs and dances.</p>	<p>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. cater-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>Pitch 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>Identify the beat groupings in familiar music that they sing regularly and listen</p> <p>Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned 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 crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Pitch Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) 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>
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Key vocabulary for progression to be taught:	Begin to understand and use words and phrases such as: Sing, song, chant, rhyme, sound, fast, slow, loud, quiet.	Understand and use words and phrases such as: Voice, call, response, beat, rhythm, pitch, high, low, loud, soft, long, short, pattern, mood, instrument, perform.	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.
General Resources:	<i>Charanga, Sing up</i> , a range of tuned and untuned instruments appropriate for EYFS.	<i>MMC (Model Music Curriculum) Guidance, Charanga, Sing Up</i> , a range of tuned and untuned instruments appropriate for KS1.	<i>MMC (Model Music Curriculum) Guidance, Charanga, Sing Up</i> a range of tuned and untuned instruments appropriate for KS1.
Suggested resources for singing:	<p>Singing should be an integral part of the EYFS day and incorporated across the curriculum. Repertoire should focus on:</p> <p>Chants/ call and response phrases (e.g. Are you listening? Yes we are. Make a circle big and round etc...)</p> <p>Nursery Rhymes (e.g. Jack and Jill, Hot Cross Buns, Hickory Dickory Dock, Incy Wincey Spider, Row Row Row Your Boat)</p> <p>Counting Songs (e.g. Five Little Speckled Frogs, Five Little Ducks, Ten in a Bed, Ten Green Bottles)</p> <p>Well-known songs with actions (e.g. Head, Shoulders, Knees and Toes, Down in the Jungle, Wheels on the Bus)</p>	<p>Suggested repertoire for singing in Y1:</p> <ul style="list-style-type: none"> • Sing for Pleasure: <i>Boom Chicka Boom</i> • Voices Foundation: <i>Have you Brought your Whispering Voice?</i> • Voices Foundation: <i>Hello, How are You</i> • Bance: <i>Copy Kitten</i> • Voicelinks: <i>I'm a Train</i> • <i>Bounce High, Bounce Low</i> • Singing Sherlock: <i>Dr Knickerbocker</i> • <i>Dragon Dance</i> • Trad. Bangladesh: <i>Mo matchi (Song of the Bees)</i> • Trad. Ghana: <i>Kye Kye Kule</i> • Trad. England: <i>An Acre of Land</i> 	<p>Suggested repertoire for singing in Y2:</p> <ul style="list-style-type: none"> Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away • Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks: Ebenezer Sneezer • Trad. Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs • Voicelinks: Fireworks • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)

			<ul style="list-style-type: none"> • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a Fine Brick House • Sing Up: Paintbox
Suggested resources for listening:	<p>Children in EYFS should be exposed to a broad range of music and styles to develop their listening and musicianship skills.</p> <p>This could include: <i>Music from Disney films</i> (e.g. Fantasia, Frozen) <i>Music from ballets</i> (e.g. The Nutcracker Sweet, Swan Lake) <i>Music for festivals celebrations:</i> Christmas songs and Carols Chinese New Year - Dragon Dance Pancake Day songs Easter songs</p>	<p>Suggested repertoire for listening in Y1: <i>Western Classical:</i> Mozart 'Rondo alla Turca' 20th Century: Holst 'Mars' from 'The Planets'</p> <p><i>Popular Music:</i> Art pop: Kate Bush 'Wild Man' Blues: Ma Rainey 'Runaway Blues'</p> <p><i>Musical Traditions:</i> Samba (Brazil): Sérgio Mendes/Carlinhos Brown 'Fanfarra (Cabua-Le-Le)'</p>	<p>Suggested repertoire for listening in Y2: <i>Western Classical:</i> Renaissance: La Mourisque by Susato 20th Century: Ravel 'Bolero' 21st Century: 'Night Ferry' Anna Clyne</p> <p><i>Popular Music:</i> Rock n' Roll: 'Hound Dog' Elvis Presley Pop: 'With A Little Help from My Friends' The Beatles</p> <p><i>Musical Traditions:</i> Indonesia - Gamelan: 'Baris' Gong Kebyar of Peliatan</p>
Suggested resources for composing and musicianship:	<p>Body percussion: Clapping, tapping, walking, marching etc...</p> <p>Classroom percussion: Shakers, sticks, claves, wood blocks, hand drums.</p> <p>Movement: Stepping - speeding up and down with music, jumping, nodding, clapping, use of actions to show high and low sounds, use of scarves or ribbons to move with the music.</p> <p>Storytelling:</p>	<p>Body percussion: Clapping, tapping, walking, marching etc...</p> <p>Classroom percussion: Shakers, sticks, claves, wood blocks, hand drums.</p> <p>Tuned instruments: Small glockenspiels, chime bars (C D E F G A)</p> <p>Movement: Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).</p> <p>Storytelling:</p>	<p>Body percussion: Clapping, tapping (knees, shoulders), walking, marching,</p> <p>Classroom percussion: Shakers, claves, wood blocks, maracas, tambours, tambourines, finger bells.</p> <p>Tuned instruments: Glockenspiels, chime bars (C D E C G A, G A B, F G A)</p> <p>Songs for different beat groupings: In 2 - Maple Leaf Rag by Scott Joplin In 3 - The Elephant from Carnival of the Animals by Saint-Saëns</p> <p>Example of dot notations to represent pitch:</p>

	<p>Joining in with repeated phrases, copying sounds and clapping back, use of simple instruments to match sounds (e.g. rainstick) or natural objects (e.g. crunching leaves), use of puppets.</p> <p>Introduce use of Solfege scale with hand signs to help children pitch:</p> 	<p>Ascending xylophone notes to suggest Jack climbing the beanstalk, Quiet sounds created on a rainstick/shakers to depict a shower, Regular strong beats played on a drum to replicate menacing footsteps.</p> <p>Examples of rhythm patterns:</p>  <p>Examples of dot notation to represent beats:</p> 	 <p>Visual symbols: Crescendo = getting louder Decrescendo = getting softer</p>
<p>Glossary: (for teachers)</p> <p>*For a more comprehensive glossary see the Model Music Curriculum (MMC) Appendix 1</p>	<p>Inter-related dimensions of music:</p> <p>Pitch - how high or low notes are Duration - how long notes are Dynamics - volume/loud and soft Tempo - pulse/speed of music Timbre - tone/ mood/ character of music Texture - layers of instruments within music Structure - how the music is put together Musical notation - how music is written</p>	<p>General musical terms:</p> <p>acappella - music for voices only, without an accompaniment bar - a rhythmic grouping consisting of the number and type of beats indicated by the time signature. Notated with vertical lines on the staff body percussion - using claps, stamps, slaps and tongue clicks etc. to create rhythmic patterns and sounds call and response - a question and answer pattern in which a solo voice sings a phrase, and then a group of voices responds by singing something different canon - two or more parts overlapping in exact imitation (as seen in London's burning) chant - rhythmic speech</p>	<p>chord - two or more notes played at the same time crescendo - getting louder decrescendo - getting softer interval - the pitch distance between two notes intonation - the accurate pitching of musical notes (good intonation = being 'in tune') pentatonic scale - a five note scale round - another name for a canon scale - a series of notes in ascending or descending order time signature - numbers on the staff, located at the start of a piece, that show the number and type of beats in each bar unison - where a group of voices are all singing together at the same pitch</p>

