

The Discovery School

EYFS/ KS1 Music Progression of Skills and Knowledge

Key to understanding this document:

Black = National Curriculum objectives **Blue = K-nnowledge** **Red = Skills** **Green = Resources**


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: Singing 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</i> from <i>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. crescendo, decrescendo, pause).

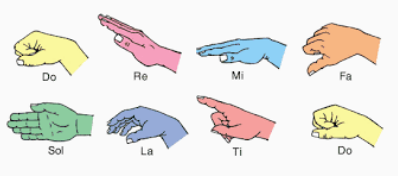
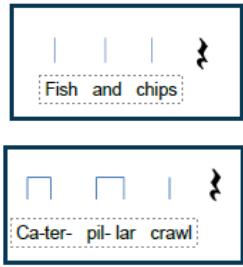
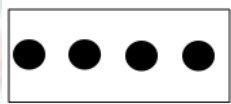
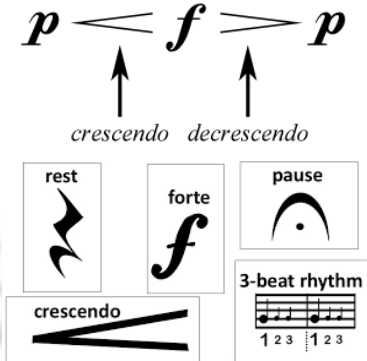
<p>MMC Key Area: <i>Listening</i></p> <p>NC Objective: <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Recognise and respond to: High and low sounds, long and short sounds, a steady beat, fast and slow, a range of sound makers, one sound or 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>NC Objective: <i>Experiment with, create, select and combine sounds using the *inter-related dimensions of music.</i></p>	<p>Choose the most appropriate sound to match a theme (such as an animal, weather or event)</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</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>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>Begins to build a repertoire of songs and dances.</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>Perform short copycat rhythm patterns accurately, led by the teacher.</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. <i>La Mourisque</i> 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>Identify the beat groupings in familiar music that they sing regularly and listen</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>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> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</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> <p>Little Sally Saucer</p> <ul style="list-style-type: none"> • 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) • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a Fine Brick House • Sing Up: Paintbox

<p>Suggested resources for listening:</p>	<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 al la Turca' 20th Century: Holst 'Mars' from 'The Planets' Popular Music: Art pop: Kate Bush 'Wild Man' Blues: Ma Rainey 'Runaway Blues' Musical Traditions: 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 Popular Music: Rock n' Roll: 'Hound Dog' Elvis Presley Pop: 'With A Little Help from My Friends' The Beatles Musical Traditions: Indonesia - Gamelan: 'Baris' Gong Kebyar of Peliatan</p>
<p>Suggested resources for composing and musicianship:</p>	<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: 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>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: Ascending xylophone notes to suggest Jack climbing the beanstalk, Quiet sounds created on a rainstick/shakers to depict a shower,</p>	<p>Body percussion: Clapping, tapping (knees, shoulders), walking, marching, Classroom percussion: Shakers, claves, wood blocks, maracas, tambours, tambourines, finger bells. Tuned instruments: Glockenspiels, chime bars (C D E C G A, G A B, F G A) 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>Introduce use of Solfege scale with hand signs to help children pitch:</p> 	<p>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 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>