

# The Discovery School

## EYFS/ KS1 Music Progression of Skills and Knowledge

**Key to understanding this document:**

**Black = National Curriculum objectives   Red = Knowledge/Skills to be taught   Green = Resources to be used**

Area of learning	EYFS Children should be taught to:	Year 1 Children should be taught to:	Year 2 Children should be taught to:
<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b>	Use their voice in different ways: speak, chant, sing. Perform different vocal patterns. Sing familiar songs, chants & rhymes.	Sing with a sense of the shape of the melody. Start and finish performing together, realising the need for silence before and afterwards. Perform with awareness of others and realizing that some songs need to be sung softly and others loudly.	Sing a wide range of songs, rhymes and styles clearly, with expression and enthusiasm to different audiences. Sing in parts and rounds, maintaining awareness of what others are doing. Realise where different parts fit into the song as a whole. Sing songs that help learning about a particular topic and use these to expand knowledge.
<b>Play tuned and untuned instruments musically</b>	Use body percussion. Recognise and explore how sounds can be made and changed (such as holding a triangle by the string instead of with your hand). Play different percussion instruments with some control. Repeat short rhythmic patterns.	Respond to given starting points such as an animal or character. Compose simple musical patterns, copy rhythms, and work cooperatively as part of a group. Experiment with a range of ways to create sounds using the same instrument (e.g. scraping, tapping, shaking etc.)	Order sounds within simple structures such as beginning, middle and end. Rehearse and refine in order to improve skills and quality of work when working individually or in small groups. Create and choose sounds in response to given starting points (e.g a storm or a story)
<b>Listen with concentration and understanding to a range of high-quality live and recorded music</b>	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. Describe musical stories: same and different, happy and sad.	Listen to a range of stimuli, expressing opinion and noting mood. Recognise and identify simple musical elements within pieces such as: loud and soft or fast and slow.	Listen to a range of stimuli noticing many of the key elements, such as beat, rhythm, instruments playing and musical style. Identify families of instruments from sound and how the sound is made.

		<p>Listen to certain pieces of music and describe some of the pictures and images they create in their imagination. Recognise changes in mood, identify different layers and name some of the instruments that they can hear.</p>	<p>Identify the beginning, middle &amp; end in a piece and where repetition is used (e.g. verses and chorus). Hear differences in music from other cultures when compared and contrasted to more familiar music. Discuss how a particular piece of music makes them feel and compare it to other pieces of music.</p>
<p><b>Experiment with, create, select and combine sounds using the *inter-related dimensions of music.</b></p>	<p>Choose the most appropriate sound to match a theme (such as an animal, weather or event) Put two or more sounds into a sequence and repeat them. Recognise and explore how sounds can be organized. Demonstrate some awareness of beat and mood.</p>	<p>Imitate some elements of a particular style or take influence from pieces of music. Combine simple musical elements to create a piece of music based around a simple theme and to simple criteria (e.g. A storm) Analyse performance, discussing what they liked about it and what could improve. Go back and improve performance.</p>	<p>Devise their own musical sequences, taking into account elements such as tempo, dynamics and pulse. Work on performance as a class, in a group and on their own. Represent sounds with symbols, showing an understanding of basic graphic notation for rhythm and pitch. Recognise how the musical elements can be used to create different moods and effects and communicate ideas. Discuss and evaluate performance – describing techniques and suggesting improvements.</p>
<p><b>Key vocabulary:</b> <b>Inter-related dimensions of music:</b> <b>Pitch</b> (how high or low notes are) <b>Duration</b> (how long notes are) <b>Dynamics</b> (volume/ loud and soft) <b>Tempo</b> (pulse/ speed of music) <b>Timbre</b> (tone/ mood/ character of music) <b>Texture</b> (layers of instruments within music) <b>Structure</b> (how the music is put together) <b>Appropriate musical notations</b> (how music is written)</p>	<p>Sing, song, chant, rhyme, pulse, beat, sound, fast, slow, loud, quiet, high, low, long, short, voice, mood, instrument.</p>	<p>Sing, song, chant, rhyme, pulse, beat, sound, fast, slow, loud, quiet, high, low, long, short, voice, mood, instrument, perform, pulse, rhythm, pitch, mood, theme, layer.</p>	<p>Sing, song, chant, rhyme, pulse, beat, sound, fast, slow, loud, quiet, high, low, long, short, voice, mood, instrument, perform, pulse, rhythm, pitch, mood, theme, layer, expression, part, round, verse, chorus, tempo, dynamics, symbols, notation, technique.</p>
<p><b>Resources:</b></p>	<p><i>Charanga</i>, a range of tuned and untuned instruments appropriate for EYFS.</p>	<p><i>Charanga</i>, a range of tuned and untuned instruments appropriate for KS1.</p>	<p><i>Charanga</i>, a range of tuned and untuned instruments appropriate for KS1.</p>

