

MUSIC Curriculum Progression at Merebrook Infant School

Essential Learning Objective	EYFS			Year 1			Year 2		
	Skill	Knowledge	Key Vocabulary	Skill	Knowledge	Key Vocabulary	Skill	Knowledge	Key Vocabulary
To perform	To sing familiar songs	Sing an entire song e.g. nursery rhyme or pop song. Sing with confidence. Internalise songs using their 'thinking voice' e.g. Head, shoulders, knees and toes. Sing an echo song	Echo: say/sing back what someone else sings.	Take part in singing, accurately following the melody.	Melody is a sequence of notes that forms a satisfying tune. I know how to sing in front of an audience with confidence, expression and creativity.	Melody	Make and control long and short sounds, using voice and instruments.	Sing with a sense of shape and melody. I can use my voice to produce long and short sounds. Improvise in making sounds with the voice e.g. humming, whispers, clicks and whistles. Perform rhythmical patterns and accompaniments consisting of long and short notes to a steady pulse, using body percussion and un-tuned instruments. Play tuned and un-tuned instruments musically. Tuned instruments: xylophone, glockenspiel, recorder, keyboard etc. Un-tuned: triangle, tambourine, shaker etc.	Duration: pattern of long and short sounds. Rhythm is the pattern of long and short sounds as you move through the song. Pulse is a steady beat like a ticking clock or your heartbeat.
	Discover how to use the voice to create loud and soft sounds.	I know how to use my voice to create loud and soft sounds.	Loud soft	Follow instructions on how and when to sing or play an instrument	I know how to use my voice in different ways e.g. speaking, singing and chanting. To perform simple rhythmical patterns using body percussion and instruments, beginning to show an awareness of pulse. I can follow instructions for playing the correct notes on tuned instruments and play these in time with the music with support.	Chanting: a type of singing with a repetitive, monotonous structure. Rhythm Pulse Tuned instruments are instruments with distinctive notes e.g. the glockenspiel and xylophone.			
	Combines moving, singing and playing instruments.	Chn take part in performing action songs e.g. head, shoulders, knees and toes so they are singing and moving at the same time. Know how to imitate movement in response to music.		Imitate changes in pitch	I can use my voice to produce high and low pitches.	The pitch of a note means how high or low it is.			

To compose	Create music based on a theme e.g. sounds of the seaside.	Choose instruments that might make a particular sound effect e.g. rainmaker or shaker for waves in the sea.		Create a sequence of long and short sounds.	I can use instruments and my voice to make a short sequence consisting of long and short notes. Chn might choose untuned percussion and decide which make a long sound and which a short sound or experiment playing them in different ways to create different lengths of notes.	Long sound Short sound	Create a mixture of different sounds (long and short, loud and quiet, high and low).	Experiment with instruments and the voice to create different sounds. Make me a long sound; short sound; high sound; low sound; loud sound; soft sound etc.	Rhythm Pitch: high, low and middle sounds. Dynamics: understand loud, quiet and silence.
	Creates rhythms using instruments and body percussion.	Listen to simple repeated rhythms performed by an adult through body percussion e.g. tapping or instruments, and children imitate these. Rhythm is the pattern of long and short sounds as you move through the song.	Rhythm Body percussion Instruments	Clap rhythms.	I can copy and make up and clap, a short rhythm. I could clap the rhythm of my name, a colour and topic-related words to help. E.g. <i>fish-and-chips. Mr-s- Brown.</i>	Rhythm is the pattern of long and short sounds as you move through the song.	Sequence sounds to create an overall effect.	After setting a brief to children e.g. imagine a rocket getting ready to launch into space and then taking off, ask children to create a simple sequence of sounds using body percussion, the voice or instruments to show this. Children include changes of dynamics (loud, soft). Challenge children to include a beginning, middle and end for this sequence.	Tempo understand fast and slow. Pitch: high, low and middle sounds. Dynamics: understand loud, quiet and silence. Rhythm
				Choose sounds to create an effect.	Use the voice and instruments to create sound effects e.g. sounds likely to be heard in space; jungle sounds e.g. a tiger quietly prowling and then quickly and dramatically pouncing. A tambourine or drum could be used for this.		Create short, rhythmic phrases.	Children copy short rhythmic phrases e.g. to a beat/pulse of 4. Children create their own rhythmic phrases. They may start with clapping or tapping rhythms to familiar words e.g. their names, topic words, numbers etc. Challenge children to include long and short notes.	Rhythm Pulse
				Create short, musical patterns	Compose a short musical pattern, using the voice and instruments. Include long and short notes.				
To transcribe				Use symbols to represent a composition and use them to help with a performance.	Begin to represent sounds with simple symbols including shapes and marks. Example: a group of 3 might play the drum, triangle and hands. Afterwards, they could make up their own graphic score to create a sequence. 	Composition: your own idea for a piece of music. Symbol: choosing a picture to represent an instrument.	Use symbols to represent a composition and use them to help with a performance.	Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow. You could use different sized symbols to represent loud and soft sounds e.g. in a storm, if it starts off quiet, a small storm cloud could be used and this could increase in size to show the storm getting louder.	Pitch: low, middle and high notes.

To describe music	Describe sounds	<p>Can name some instruments.</p> <p>Can identify and match an instrumental sound e.g. hear a shaker and indicate that they understand it is a shaker.</p> <p>Describes the sound of instruments e.g. scratchy sound, soft sound. Spend time exploring the sounds made by different instruments.</p> <p>Children say how the music makes them feel.</p>	<p>Shaker</p> <p>Drum</p> <p>Tambourine</p> <p>Triangle</p> <p>Guiro</p>	Identify the beat of a tune.	The beat, also known as the pulse, is like a steady heartbeat throughout the music. This can be shown through clapping, tapping, marching, waving arms etc. Getting children standing up to show this is effective. Can they stay in time to the music?	Beat	Recognise changes in timbre, dynamics and pitch.	<p>Identify different percussion sounds within a piece of music. Discuss how the percussion sounds are made e.g. striking, shaking, scraping etc. This is known as timbre.</p> <p>Identify dynamics within a piece of music (soft and loud sounds). Consider the impact of these and the different moods that can be created as a result.</p> <p>Identify different pitch within music (high and low sounds). Discuss impact of different pitches used. Why has a high-pitched instrument such as a flute been used to represent a bird?</p>	<p>Timbre: identify different percussion sounds and how they are made</p> <p>Dynamics: understand loud, quiet and silence.</p> <p>Pitch: recognise and respond to high, low and middle sounds.</p>
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Dimensions of Music

Pitch: recognise and respond to high, low and middle sounds.

Duration: recognise and respond to a pulse and patterns of long and short sounds.

Dynamics: understand loud, quiet and silence

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

Texture: recognise and respond to one sound leading to many sounds

Structure: understand and identify beginning, middle and end and use of repetition and introduction.