

EYFS Framework/ National Curriculum			
Pillar of Learning: Technical			
	EYFS	Year 1	Year 2
Tacit Knowledge	<p>To play instruments such as triangles and shakers with increasing control to express their feelings and ideas.</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To establish a difference between a singing and speaking voice.</p> <p>To show the pulse and rhythm of the song through a variety of media including voice, body percussion and tuned instruments</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To create musical sound effects and short sequences of sound in response to stimuli.</p> <p>To talk about the difference in sound between high and low pitches.</p> <p>To experiment with different types of voices including speaking and singing voices.</p>	<p>To use sound including voice and percussion instruments to tell a story.</p> <p>To respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p>
Procedural Knowledge	<p>To sing a simple song from memory.</p> <p>To remember and sing simple nursery rhymes.</p> <p>To sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To sing the pitch of a tone sung by another person (pitch match).</p> <p>To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>To learn how to play un-tuned instruments with some control.</p> <p>To recall the rhythm patterns in a song using voice, clapping and playing of instruments.</p> <p>To play instruments on key words/sentences during games and songs.</p> <p>To play a steady pulse.</p> <p>To chant rhymes from memory.</p>	<p>To use their voices and instruments to create sound effects.</p> <p>To use instruments such as glockenspiels and voice to make a short sequence consisting of long and short notes.</p> <p>To perform simple rhythmical patterns using body percussion and instruments, beginning to show an awareness of pulse.</p> <p>To follow instructions for playing the correct notes on tuned instruments.</p> <p>To use their voice to produce high and low pitches.</p> <p>To begin to identify a steady pulse within a range of music.</p> <p>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>To perform short copycat rhythm patterns accurately, led by a teacher.</p> <p>To perform short repeating patterns whilst keeping in time with a steady beat.</p> <p>To learn to play untuned instruments carefully, following instructions of gestures, symbol cards and word cues.</p> <p>To count and play instruments to a steady pulse.</p> <p>To sing familiar songs in both high and low voices.</p> <p>To begin to pitch match on So and Mi notes.</p> <p>To play tuned instruments to a steady pulse/accurate rhythm as an accompaniment to singing.</p> <p>To sing songs containing So, Mi and La notes with increasing accuracy.</p> <p>To be able to rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse.</p>	<p>To sing with a sense of shape and melody. To use my voice to produce long and short sounds.</p> <p>To invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p> <p>To perform rhythmical patterns consisting of long and short notes to a steady pulse.</p> <p>To use my voice with increasing accuracy to produce high and low pitches.</p> <p>To sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>To play copycat rhythms, copying a leader.</p> <p>To read and respond to chanted rhythms patterns.</p> <p>To sing short phrases independently within a singing game or short song.</p> <p>To learn to keep a steady pulse through actions whilst singing and song.</p> <p>To begin to demonstrate use of rests within performed music.</p> <p>To keep a steady pulse and clap an accurate rhythm using rhythm names Ta and Te-te.</p> <p>To be able to sing a solo showing increasing accuracy in pitch.</p> <p>To tap knees to a steady pulse to accompany singing.</p> <p>To be able to move body within a musical time frame.</p>
Declarative Knowledge	<p>To remember a large repertoire of songs.</p> <p>To follow instructions of gestures, symbol cards and word cues.</p> <p>To learn when to play and when not to play.</p> <p>To learn and engage in a range of singing games.</p> <p>To recall high and low sounds.</p> <p>To learn a variety of singing games.</p>	<p>To distinguish between sounds of a variety of percussion instruments.</p> <p>To begin to represent sounds with simple symbols including shapes and marks.</p> <p>To understand how sounds can be changed from high to low.</p> <p>To be able to perform in a group, noticing the timbre of different instruments.</p>	<p>To identify different pitch within music.</p> <p>To identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>To represent response to chants with stick notation including crotchets, quavers and crotchet rests.</p> <p>To recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> <p>To demonstrate an awareness of change of tempo through changing actions.</p> <p>To clarify the difference between rhythm and pulse.</p>
Vocabulary	<p>Song, Nursery rhyme, Pitch (high and low notes), Shaker, Drum Tambourine, Triangle, Guiro, Start, stop, tap, shake, scrape, ring, pulse, time</p>	<p>Tempo, beat, pitch, rhythmic, ostinato,</p>	<p>Pitch, accuracy, melody, graphic score, crotchets, crotchet rests, quavers.</p>

MUSIC Curriculum Progression at Merebrook Infant School

Pillar of Learning: Constructive			
	EYFS	Year 1	Year 2
Tacit Knowledge	To return to and build on their previous learning, refining ideas and developing their ability to represent them. To hear the difference between pulse and the rhythm of a song.	To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. To make higher and lower sounds in response to visual patterns and gestures.	To create music in response to non-musical stimulus. To create rhythms using word phrases as a starting point.
Procedural Knowledge	To choose instruments that might make a particular sound effect. To create their own songs, or improvise a song around one they know. To create collaboratively, sharing ideas, resources and skills. To explore and engage in music making and dance, performing solo or in groups. To practise playing accurate rhythm patterns on un-tuned instruments. To engage in music making and sing simple songs from memory.	Use body percussion and percussion instruments to play repeated rhythmic patterns following a steady beat. To use tuned percussion instruments to play short, pitched patterns, maintaining a steady beat. To follow pictures and symbols to guide singing and playing. To establish whether their pitch is the same or different to another. To show recognition of pitch changes through actions. To create musical patterns by writing 4 beat rhythm and pitch phrases, practicing and performing them in groups. To be able to construct a group performance using a range of un tuned instruments.	To compose short rhythmic phrases. To demonstrate knowledge of dynamics and tempo when singing by responding to the leaders directions and visual symbols. To work with a buddy to improvise simple question and answer phrases. To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changed in tempo. To walk in time to the beat of a piece of music or song. To begin to group beats in twos and threes by tapping kneed on the first beat and clapping the remaining beats. To create musical patterns from chosen symbols and practise playing on instruments with different timbres.
Declarative Knowledge	To begin to distinguish between sounds of a variety of percussion instruments. To learn rhymes, poems and songs. To explore how instruments, make their sounds and how they can be organised. To recognise high and low notes. To learn what a call and response song is.	To understand the difference between creating a rhythm pattern and a pitch pattern. To recognise how graphic notation can represent created sounds. To be able to follow a conductor. To be able to appraise other children's performances.	To use their voices and instruments to create sound effects across a range of genres. To begin to recognise the correct notes and where they appear in the music. To identify different percussion sounds within a piece of music. To know the meaning of dynamics and tempo. To use graphic symbols, dot and stick notation as appropriate to keep a record of composed pieces. To understand that the speed of the beat can change, creating a faster or slower pace. To transfer experience of rhythm and pulse on to percussion instruments.
Vocabulary	high, low, notes, pattern, dynamic, tempo, texture, duration, pitch, timbre	Dynamics, solo, conductor, rest	Dynamics, tempo, crescendo, decrescendo, diminuendo, pause, timbre.
Pillar of Learning: Expressive			
	Early Years	Year 1	Year 2
Tacit Knowledge	To respond to what I have heard, expressing my thoughts and feelings. To listen carefully to rhymes and songs, paying attention to how they sound. To think of words to describe instrumental sounds. To engage in singing and movement. To feel the pulse and rhythm of the song through a variety of media including voice, body percussion and tuned instruments.	To know how to sing in front of an audience with expression. To know how to use my voice in different ways. To experiment with different vocal sounds. To explore different instrumental sounds. To respond to different tempos.	To sing sound including voice and percussion instruments to tell a story. To identify dynamics within a piece of music and consider an impact. To use recognise changes in pitch and tempo and use this within their music composition.
Procedural Knowledge	To explore, use and refine a variety of artistic effects to express their ideas and feelings. To improvise short melodies on a range of instruments. To begin to feel the pulse in music through songs, games and movement. To draw on knowledge of elements of music to think of ideas with a buddy. To use actions to show understanding of pulse whilst singing.	To improvise simple vocal chants, using question and answer phrases. To combine sounds to make a story, choose and playing instruments or sound-makers. To respond to the pulse in recorded/live music through movement and dance. To perform word-pattern chants; create, retain and perform their own rhythm patterns. To explore percussion sounds to enhance storytelling. To comment on the different sounds of the instrument categories. To improvise melodies on xylophones.	To improvise in making sounds with the voice e.g. humming, whispers, clicks and whistles. To improvise question and answer phrases using untuned percussion instruments to create a musical conversation. To invent rhythms for others to copy on untuned percussion. To create and perform their own chanted rhythm patterns with stick notation including crotchets, quavers and crotchet rests. To listen with concentration and internalise and recall sounds with increasing aural memory. To improvise instrumental patterns.
Declarative Knowledge	To learn some descriptive, emotive language which can be used to describe sounds.	To listen to sounds in the local school environment, comparing high and low sounds. To know how different instruments can be played.	To identify dynamics within a piece of music and consider an impact.
Vocabulary	Expressive, rough, soft, loud, quiet, chant, high, low, play	Pattern, chants, dynamics, perform	impact, dynamics, percussion, improvisation.

