

PROGRESSION ACROSS EYFS and KS1

	Reception	Year 1	Year 2
MUSICIANSHIP: Understanding Music	<ul style="list-style-type: none"> find pulse by copying a character or person copy basic rhythmic patterns based on single words or phrases from a song. explore different sounds on untuned instruments. Use a word to describe the sound 	<ul style="list-style-type: none"> Use body percussion, instruments and voices.. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back 	<ul style="list-style-type: none"> Use body percussion, instruments and voices. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back Sing short phrases independently.
Vocab	pulse, instrument, pattern, copy back, untuned	Beat, pulse, rhythm, pitch, pattern, long, short, high, low	copy back, rhythmic pattern, melodic pattern, phrase, pulse, rhythm, pitch

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LISTENING	<ul style="list-style-type: none"> to explain how music makes you feel to enjoy moving to music by dancing, marching etc 	<ul style="list-style-type: none"> Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music. 	<ul style="list-style-type: none"> Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music.

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			<ul style="list-style-type: none"> ● Recognise some band and orchestral instruments. ● Start to talk about where music might fit into the world. ● Share your thoughts and feelings about the music together. ● Find the beat or groove of the music. ● Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ● Invent different actions to move in time with the music. ● Talk about what the song or piece of music means. ● Identify some instruments you can hear playing. ● Identify if it's a male or female voice singing the song. ● Talk about the style of the music
Vocab	feel, music, dance, march, fast, slow, loud, quiet	beat, pulse, instrument, tempo, fast, slow, chorus, verse	beat, pulse, 2 time, 3 time, tempo, dynamics, loud, quiet, call, response, chorus, verse, instruments, string, percussion, wind, brass, voice, style

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SINGING	<ul style="list-style-type: none"> to sing a simple song from memory to sing along to a pre-recorded song or backing track to add actions to a song 	<ul style="list-style-type: none"> Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison. 	<ul style="list-style-type: none"> Sing as part of a group. Demonstrate good singing posture. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Move confidently to a steady beat. Talk about feelings created by the music/song. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).
Vocab	sing, actions,	sing, rap, rhyme, chant, unison	sing, unison, parts, conductor, tempo, instruments, style, dynamics, loud, quiet (crescendo, decrescendo)

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NOTATION		<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. 	<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Identify hand signals as notation, and recognise music notation on a stave of five lines.
Vocab		pitch, high low, symbols	pitch, stave, duration (long, short)

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PLAYING INSTRUMENTS	<ul style="list-style-type: none"> play an instrument with some control of the sound to copy back rhythmic patterns based on a simple word pattern or known phrase follow instructions of a leader 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.
Vocab	play, sound, stop, start	rehearse, play, perform	rehearse, play, perform, melody

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<p>CREATING: Improving</p> <p>Composing</p>	<ul style="list-style-type: none"> ● Invent a pattern using a one pitched note ● copy basic rhythmic pattern of single words ● play with 2 pitched notes to invent a musical pattern ● add a 2 note melody to the rhythm of the words 	<ul style="list-style-type: none"> ● Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G ● Improvise simple vocal patterns using 'Question and Answer' phrases. ● Understand the difference between creating a rhythm pattern and a pitch pattern. ● Explore and create graphic scores: ● Create musical sound effects and short sequences of sounds in response to music and video stimulus. ● Create a story, choosing and playing classroom instruments and/or soundmakers. ● Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. ● Use music technology, if available, to capture, change and combine sounds. ● Use simple notation if appropriate: ● Create a simple melody using crotchets and minims: 	<ul style="list-style-type: none"> ● Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A ● Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical ● Explore and create graphic scores: ● Create musical sound effects and short sequences of sounds in response to music and video stimulus. ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ● Create a story, choosing and playing classroom instruments. ● Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. ● Use music technology, if available, to capture, change and combine sounds. ● Use notation if appropriate: ● Create a simple melody using crotchets and minims:
<p>Vocab</p>	<p>play high, low, pattern, rhythm, copy</p>	<p>improvise, compose, graphic score, melody</p>	<p>improvise, compose, melody, graphic score, symbols, notation</p>
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PERFORMING	<ul style="list-style-type: none"> perform a song by singing and adding actions perform a song by adding a simple instrumental part record the performance and talk about it 	<ul style="list-style-type: none"> Enjoy and have fun performing. Choose a song/songs to perform to well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts. 	<ul style="list-style-type: none"> Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.
Vocab	perform, action, sing, instrument	perform, audience	rehearse, perform, audience, evaluate