



Music Curriculum Overview

Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
1	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical symbols (Theme: Under the sea)
2	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)

Progression of Skills & knowledge

Listening and Evaluating

EYFS	
Skills <ul style="list-style-type: none">• Listening appropriately to someone leading a short musical phrase, song or rhyme.• Exploring spontaneous movement with different parts of their body in response to music.• Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).• Identifying and imitating sounds from a variety of music.• Considering whether background music and sound effects can enhance storytelling.• Listening to music from a wide variety of cultures and historical periods.	Knowledge <ul style="list-style-type: none">• To understand how to listen carefully and talk about what I hear.• To know that the beat is the steady pulse of a song.• To understand that a piece of music can tell a story with sounds.• To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).• To know that an orchestra is a big group of people playing a variety of instruments together.• To recognise music that is 'fast' or 'slow.'• To know that different instruments can sound like a particular character.• To know that music often has more than one instrument being played at a time.• To understand what 'high' and 'low' notes are.
Year 1	
Skills <ul style="list-style-type: none">• Listening with concentration to short pieces of music or excerpts from longer pieces of music.• Engaging with and responding to longer pieces of music.• Coordinating the speed of their movements to match the speed of the music (not the beat).• Beginning to move in time with the beat of the music.	Knowledge <ul style="list-style-type: none">• To recognise and name the following instruments: up to three instruments from Group A and B.• To know that sections of music can be described as fast or slow and the meaning of these terms.• To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.

- Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)
- Identifying some common instruments when listening to music.
- Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- Recognising simple patterns and repetition in pitch (e.g. do re mi).
- Talking about the tempo of music using the vocabulary of fast and slow.
- Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- Talking about the pitch of music, using the vocabulary of high and low.
- Stating what they enjoyed about their peers' performances.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- Appreciating music from a wide variety of cultures and historical periods.

- To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- To know that pulse is the regular heartbeat within music.
- To understand that the pulse of the music can change.
- To know that dynamics can change how someone listening feels about music.
- To know that an instrument or rhythm pattern can represent a character in a story.

National curriculum - end of KS1

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 2

Skills

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Confidently moving in time with the beat of the music when modelled.
- Beginning to keep movements to the beat of different speeds of music.
- Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
- Identifying some common instruments when listening to music.
- Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- Recognising simple patterns and repetition in pitch (e.g. do re mi).
- Talking about the tempo of music using the vocabulary of fast and slow.
- Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- Talking about the pitch of music, using the vocabulary of high and low.
- Stating what they enjoyed about their peers' performances.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- Appreciating music from a wide variety of cultures and historical periods.

Knowledge

- To be able to recognise and name up to three instruments from Group A and B.
- To know that sections of music can be described as fast or slow and the meaning of these terms.
- To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- To know that dynamics can change the effect a sound has on the audience.

Progression of Skills & knowledge

Creating Sound

EYFS	
Skills <ul style="list-style-type: none">• Singing short, rhythmic rhymes and songs.• Using both speaking and singing voices.• Unconsciously beginning to sing to the pulse of a song.• Exploring vowel sounds through call and response activities.• Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)• Exploring different ways of holding a range of instruments. (Groups A, B and C.)• Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)• Using instruments expressively to music. (Group B.)• Using instruments to begin to follow a beat, with guidance. (Group A.)• Finding a comfortable static position when playing instruments or singing.	Knowledge <ul style="list-style-type: none">• To know that sounds can be copied by my voice, body percussion and instruments.• To understand that instruments can be played loudly or softly.• To understand that my voice or an instrument can match an action in a song.• To recognise that different sounds can be long or short.
Year 1	
Skills <ul style="list-style-type: none">• Singing simple songs, chants and rhymes from memory.• Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.• Competently singing songs with a very small pitch range (two notes that are different but close together).• Breathing at appropriate times when singing.• Exploring changing their singing voice in different ways.	Knowledge <ul style="list-style-type: none">• To know that my voice, body and instruments can show fast and slow beats.• To know that the voice can whisper and shout to help tell a story.

- Singing a range of call and response songs, attempting to match the pitch and tempo they hear.
- Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)
- Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)
- Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
- Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Starting to understand how to produce different sounds on pitched instruments. (Group C.)
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

National curriculum - end of KS1

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Progression of Skills & knowledge

Creating Sound

Year 2

Skills

- Singing simple songs, chants and rhymes from memory.
- Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.
- Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).
- Breathing at appropriate times when singing.
- Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.
- Singing part of a given song in their head (using their 'thinking voice').
- Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)
- Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)
- Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
- Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Starting to understand how to produce different sounds on pitched instruments. (Group C.)
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

Knowledge

- N/A

Notation

EYFS

Skills

- Developing an awareness of high and low through pictorial representations of sound.

Year 1

Skills

- Reading different types of notation by moving eyes from left to right as sound occurs.
- Recognising pitch patterns using dots.
- Using pictorial representations to stay in time with the pulse when singing or playing.
- Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).

Knowledge

- To know that notation is read from left to right.
- To understand that music can be represented by pictures or symbols.

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Progression of Skills & knowledge

Notation

Year 2

Skills

- Reading different types of notation by moving eyes from left to right as sound occurs.
- Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).
- Using pictorial representations to stay in time with the pulse when singing or playing.
- Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).
- Beginning to read simple rhythmic patterns which include two half beats (quavers).

Knowledge

- To know notation is read from left to right.
- To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
- To know that pictorial representations of rhythm show sounds and rests.

Improvising and Composing

EYFS

Skills

- Exploring and imitating sounds from their environment and in response to events in stories.
- Exploring and imitating sounds.
- Experimenting with creating sound in different ways using instruments, body percussion and voices.
- Selecting classroom objects to use as instruments.
- Selecting sounds that make them feel a certain way or remind them of something.
- Playing sounds at the relevant point in a storytelling.

Year 1

Skills

- Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.
- Improvising simple question and answer phrases, using untuned percussion or voices.
- Experimenting with creating different sounds using a single instrument.
- Experimenting with creating loud, soft, high and low sounds.
- Selecting objects and instruments to create sounds to represent a given idea or character.
- Playing and combining sounds under the direction of a leader (the teacher)

Knowledge

- N/A

National curriculum - end of KS1

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Year 2	
Skills <ul style="list-style-type: none"> • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 	Knowledge <ul style="list-style-type: none"> • N/A

Performing

EYFS	
Skills <ul style="list-style-type: none"> • Beginning to say what they liked about others' performances. • Beginning to say what they liked about others' performances. • Spontaneously expressing feelings around performing. • Performing actively as part of a group. • Demonstrating being a good audience member, by looking, listening and maintaining attention. 	Knowledge <ul style="list-style-type: none"> • To know that there are special songs we can sing to celebrate events. • To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. • To understand that performing means playing a finished piece of music for an audience.
Year 1	
Skills <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short singing performances. • Keeping head raised when singing. • Keeping instruments still until their part in the performance. 	Knowledge <ul style="list-style-type: none"> • N/A

- Performing actively as part of a group; keeping in time with the beat.
- Showing awareness of leader particularly when starting or ending a piece.

National curriculum - end of KS1
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Year 2

Skills

- Offering positive feedback on others' performances.
- Starting to maintain a steady beat throughout short singing performances.
- Standing or sitting appropriately when performing or waiting to perform.
- Beginning to acknowledge their own feelings around performance.
- Performing actively as a group, clearly keeping in time with the beat.
- Following a leader to start and end a piece appropriately.

Knowledge

- N/A