



Overview:
This document has been designed to give teachers an overview of the Progression of Knowledge and Skills from Reception to Year 2. It shows the statements from the National Curriculum (statutory requirements) and the ELG that should be covered and how elements build on each other from year to year. It also shows what most children should know by the end of each year.

Statements that should be covered are in blue and have been taken from the National Curriculum (statutory requirements) and the ELG/ Development matters [0-3, 3-4, children in Reception 4-5]

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.


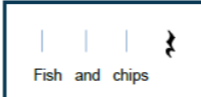


Subject content Key stage 1 - Pupils should be taught to:

- 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.

Subject content EYFS: New EYFS Framework and developmental matters Sept 2020

Pupils will be learning the following skills and knowledge:

Musical Elements		Pulse	Rhythm	Pitch	Dynamics	Tempo
Subject Themes		Reception	Year 1		Year 2	
Performing	Singing	As a musician, I can... <ul style="list-style-type: none"> • Recall and remember short songs (Autumn 2) • Sing with and without an accompaniment <i>E.g. along with a teacher, to a backing track</i> • Use my voice in different ways such as speaking, singing and chanting • Perform simple vocal patterns, E.g. high and low sounds (Autumn 2) • Sing the pitch of a tone sung by another person E.g. sing the same note. (Spring 2) • Sing and chant as part of a group and on my own (Spring 2) • Sing / perform a wide range of well-known nursery rhymes and songs increasingly following the melody. (Spring 2) As a musician, I know that... <ul style="list-style-type: none"> • Songs have sections • My voice can be used in different ways E.g. singing, talking, loud/quiet, high/low (Spring 1) 	As a musician, I can... <ul style="list-style-type: none"> • Use my voice expressively and creatively by singing songs and speaking chants, raps and rhymes (Autumn 2) • Identify the pulse in music (Autumn 2) • Begin to sing simple rounds • Sing a wide range of call and response songs • Sing a melody accurately at their own pitch (Autumn 2) • Differentiate between high and low pitches and say whether sounds are higher or lower. (Autumn 2) • Recognise and join in with the melody (tune) of song (Autumn 2) • Sing with a sense of awareness of pulse and control of rhythm (Autumn 2) • Learn to stop and start singing when following a leader or simple visual directions <i>E.g. stop, start, loud, quiet, counting in</i> • Find their singing voices and use their voices confidently (Spring 2) As a musician, I know that... <ul style="list-style-type: none"> • A leader gives directions about how I should use my voice • A round is a simple melody that you start singing at different times • Pulse is the heartbeat of the music that keeps going (Autumn 2) • Pitch is how high or low a sound is (Autumn 2) • Rhythm is a pattern of short and long sounds (Spring 1) • Sections within a song are called verse and chorus (Spring 2) 	As a musician, I can... <ul style="list-style-type: none"> • Sing with control of pitch <i>E.g. following the shapes of the melody</i> (Autumn 2) • Respond to a leader's directions and visual symbols <i>E.g. crescendo, decrescendo, pause (to know when to breathe)</i> (Autumn 2) • Sing a wider range of songs, chants and rhymes expressively and creatively with confidence (Spring 1) • Sing with an awareness of other performers (Spring 2) • Sing in parts and rounds, maintaining an awareness of what others are doing • Keep a steady pulse • Recognise phrase lengths and use this to know when to breathe • Sing songs with a varied accompaniment e.g. organ or layered accompaniment (no vocal accompaniment) (Spring 2) As a musician, I know that... <ul style="list-style-type: none"> • Symbols tell me how I should use my voice (Autumn 2) • I need to use my lungs to breathe properly when singing (Autumn 2) • A phrase is like a sentence and shouldn't be broken • The pulse remains constant • Dynamics are how loud/quiet sounds are (Autumn 2) 		

Subject Themes		Reception	Year 1	Year 2
Performing	Playing Instruments	<p>As a musician, I can...</p> <ul style="list-style-type: none"> Treat instruments with care (Autumn 1) Use body sounds for musical effect. E.g. re-tell stories Use everyday objects to make sounds Experience how instrument size effects pitch Clap short rhythmic patterns Play un-tuned instruments with increasing control to express their feelings and ideas Identify and name some un-tuned percussion instruments E.g. maracas, tambourine, triangle, claves <p>As a musician, I know that...</p> <ul style="list-style-type: none"> My body is an instrument and I can use it to make a range of sounds (Autumn 2) Instruments can be played in different ways E.g. shake, tap (Spring 2) 	<p>As a musician, I can...</p> <ul style="list-style-type: none"> Copy simple rhythms (Autumn 2), extend length Identify when to be ready to play and when to have empty hands (Spring 2) Show self-control in maintaining silence where required (Spring 2) Play a wide range of tuned and un-tuned instruments with increasing accuracy Play classroom instruments following the direction of the teacher (start and stop) Use instruments to accompany simple songs E.g. accompany a song with a two note repeated pattern Maintain a pulse using a percussion instrument Play word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Ca-ter- pil-lar crawl</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Fish and chips</p> </div> </div> <ul style="list-style-type: none"> Play a drone to a steady beat (e.g. chime bar) Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Name the instruments I am playing E.g. Maracas, tambourines, claves, triangle, drum, chime bars (Spring 2) <p>As a musician, I know that...</p> <ul style="list-style-type: none"> Music is a mix of sound (Autumn 1) and silence Different instruments have different names (Autumn 2) 	<p>As a musician, I can...</p> <ul style="list-style-type: none"> Identify and name a range of tuned instruments E.g. piano, trumpet, violin, guitar (Autumn 2) Use instruments appropriately to accompany a piece of music E.g. accompany a song Begin to lead a group / class in music making (Spring 1) Play a wide range of tuned and un-tuned instruments with control and accuracy (Spring 2) Choose an instrument to create a specific effect Listen to others and play tuned and un-tuned instruments in a group (Summer 1) Play a simple song from memory Maintain a rhythm <p>As a musician, I know that...</p> <ul style="list-style-type: none"> Instruments belong to different instrumental families E.g. brass, string, woodwind, percussion etc. Music is a mix of sound and silence (Autumn 1) A conductor leads the musicians in their performance (Autumn 2)
		Composing	<p>As a musician, I can...</p> <ul style="list-style-type: none"> Perform simple vocal patterns Make marks and pictures in response to music Draw pictures in response to music Perform songs, rhymes, poems and stories with others (Summer 1) Create my own music using classroom instruments (Summer 2) <p>As a musician, I know that...</p> <ul style="list-style-type: none"> Instruments produce sound to make music (Autumn 1) 	<p>As a musician, I can...</p> <ul style="list-style-type: none"> Make and control long and short sounds in different ways including hitting, blowing and shaking (Spring 2) Create a sound story Compose my own rhythmic pattern using a rhythm grid (Summer 1) Recognise how graphic notation can represent created sounds. Explore and invent own symbols, e.g.  Follow pictures and symbols to guide singing and playing, e.g.  = 4 taps on the drum <p>As a musician, I know that...</p> <ul style="list-style-type: none"> A sound story is telling a story through music A composer writes music (Spring 1)

Subject Themes	Reception		Year 1		Year 2	
Listening	<p>As a musician, I can...</p> <ul style="list-style-type: none"> Listen to different sounds in the environment (Autumn 1) Move in time with music (Autumn 2) Recognise similar tunes Join in with a range of musical games E.g. Copy cat rhythms, listen and match (Autumn 2) Show understanding of loud/quiet through following verbal instructions and responding appropriately to music, e.g. through movement Say whether a piece of music is fast or slow, loud or quiet Say what I like about a piece of music that I have listened to, watched or taken part in Listen to a range of live and recorded music (Spring 2) Listen to different kinds of music from across the globe including traditional and folk music from Britain (Summer 1?) <p>As a musician, I know that...</p> <ul style="list-style-type: none"> I need to use my ears to listen carefully (Autumn 2) There are lots of different styles of music that sound different E.g. Instrumental, vocal, popular, jazz (Summer 2) 		<p>As a musician, I can...</p> <ul style="list-style-type: none"> Move in time with music (Autumn 1) Say how music makes me feel (Autumn 1) Listen to a range of music and express my own opinion about it E.g. say whether I like it or not (Autumn 1) Note simple musical elements such as loud/quiet, high/low or fast/slow (Spring 1) Listen with concentration and understanding to a range of high quality live and recorded music (Spring 2) Recognise obvious changes in sounds and take account of musical instructions E.g. gets faster or louder Describe some of the pictures and images music creates in my imagination <p>As a musician, I know that...</p> <ul style="list-style-type: none"> Music can make me feel a range of emotions (Spring 1) Music contains different elements E.g. loud, quiet, fast, slow, high, low (Spring 1) 		<p>As a musician, I can...</p> <ul style="list-style-type: none"> Listen to music and name some of the instruments playing (Autumn 1) music elements such as beat, tempo, rhythm, pitch and style (Autumn 1) Hear differences in music from other cultures (Autumn 2), and compare and contrast to that of my own Discuss how a particular piece of music makes me feel and compare it to another piece of music I might have heard Identify specific sounds/instruments when listening to music Mark the beat of a listening piece by tapping or clapping, and recognising the tempo as well as changes in tempo Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). <p>As a musician, I know that...</p> <ul style="list-style-type: none"> Beat is the pulse that I can move to (Autumn 1) Tempo is the speed of the music (Autumn 2) Rhythm is the patterns in the music (Autumn 2) 	
	Vocabulary	<p>Music, Sing, Voice, Listen High, Low (Pitch) Loud, Quiet (Dynamics) Beat, Pulse Instrument names: Maracas, Claves, Triangle, Drum How to play: Tap, Shake, Bang Styles of Music: Jazz, Instrumental, Vocal, Popular</p>		<p>Chant, Rap and Rhyme High, Low (Pitch) Forte, Piano (Dynamics) Rhythm Verse, Chorus Conductor, Composer Tuned, Untuned Instrument names: Maracas, Tambourines, Claves, Triangle, Drum, Chime Bars How to play: Hit, Blow, Shake Styles of music: Hip Hop, Classical, Jazz</p>		<p>Parts, Rounds Phrase Length Melody Crescendo, Decrescendo Accompany Composition Instrument Names: Piano, Trumpet, Violin, Guitar instrumental Families: Brass, String, Woodwind, Percussion</p>
Subject Themes	Reception		Year 1		Year 2	
Focus Pieces of Music Charanga Song Bank	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
	<p>Range of rhymes and nursery rhymes Celebration – Kool and the gang Happy – Pharrell Williams Sing – The Carpenters Sing A Rainbow – Peggy Lee Happy Birthday – Stevie Wonder Our House – Madness</p>	<p>Vivaldi – Seasons Christmas songs Roll Alabama – Bellowhead Boogie Wonderland – Earth, Wind and Fire Don't go breaking my heart – Elton John and Kiki Dee Ganesh is Fresh – MC Yogi Frosty the Snowman – Ella Fitzgerald Spiderman – Michael Buble</p>	<p>Hey You! – Joanna Mangona Me, Myself and I – De La Sul The Fresh Prince of Bel Air – Will Smith Rapper's Delight – The Sugahill Gang U Can't Touch This – MC Hammer It's Like That – Run DMC</p>	<p>Rhythm in The Way We Walk – Joanna Mangona and Banana Rap – Jane Sebba The Planets, Mars – Holst Tubular Bells – Michael Oldfield Happy – Pharrell Williams When I'm 64 – The Beatles</p>	<p>Hands, Feet, Heart – Joanna Mangona Fire of London BBC Radio – Great Fire of London The Click Song – Miriam Makeba The Lion Sleeps Tonight – The Soweto Gospel Choir Bring Him Back – Hugh Masekela You Can Call Me Al – Paul Simon Hlokoloza – Arthur Mofakate</p>	<p>Ho, Ho, Ho – Joanna Mangona Rainforests https://youtu.be/29qaN0M0o0s Bring Him Back Home – Hugh Masekela Suspicious Minds – Elvis Presley Sir Duke – Stevie Wonder Fly Me To The Moon – Frank Sinatra</p>

	<p>Spring 1</p> <p>We are Family – Sister Sledge Thula Baba (A South African lullaby) – Hlabelela ensemble ABC – Jackson 5 My Mum is Amazing (featuring Zain Bhika) Conga – Miami Sound Machine Horn Concerto number 4 – Mozart</p>	<p>Spring 2</p> <p>Vivaldi – Seasons Lovely Day – Bill Wiithers Beyond the See – Robbie Williams Mars – Planets – Holst Frogs legs and Dragons teeth – Bellowhead Ain’t No Mountain High Enough – Martin Gaye and Tammi Terrell Singing in the Rain – Gene Kelly</p>	<p>Spring 1</p> <p>In the Groove How Blue Can You Get – B.B. King Let The Bright – Seraphim Handel Livin’ La Vida Loca – Ricky Martin Jai Ho – J.R. Rahman Lord of The Dance – Ronan Hardiman Diggin’ on James Brown – The Tower of Power</p>	<p>Spring 2</p> <p>Round and Round (Bossa Nova) – Joanna Mangona Livin’ La Vida Loca (Latin / Pop) - Ricky Martin March of The Empire (Film Music) – John Williams It Had Better Be Tonight (Latin / Big Band Jazz) – Michael Bubl�e Why Don’t You (Big Band / Dance) – Gramaphonedzie Oye Como Va (Latin / Jazz) - Santana</p>	<p>Spring 1</p> <p>I Wanna Play in a Band – Joanna Mangona African music We Will Rock You – Queen Smoke On The Water – Deep Purple Rockin’ All Over The World – Status Quo Johnny Be Goode – Chuck Berry I Saw Her Standing There – The Beatles</p>	<p>Spring 2</p> <p>A Reggae Song – Joanna Mangona Sea Interludes – Benjamin Britten Kingston Town – UB40 Shine – Aswad I.G.Y. – Donald Fagen Feel Like Jumping – Marcia Griffiths I Can See Clearly Now – Jimmy Cliff</p>
	<p>Summer 1</p> <p>Planets – Holst I Feel good – James Brown Don’t you worry bout a thing – Incognito My Promise – Earth, Wind and Fire Superstition – Stevie Wonder Pick up the pieces – Average White Band</p>	<p>Summer 2</p> <p>Vivaldi – Summer Carnival of the Animals Saint saens Sea shanties William Tell Overture – Rossini Dance of the Sugar Plum Fairy – Tchaikovsky Flight of the Bumblebee – Rimsky Korsakov Jupitar – Planets –Holst Fantasisa on a theme by Thomas Tallis – Ralph Vaughn Williams ET Flying theme – John Williams</p>	<p>Summer 1</p> <p>Your Imagination – Joanna Mangona and Pete Readman Supercalafraflisticexpialidocious – Mary Poppins Pure Imagination – Willy Wonka and The Chocolate Factory Daydream Believer – The Monkees Rainbow Connection – Muppet Movie A Whole New World - Aladdin</p>	<p>Summer 2</p> <p>Who I am – Will.I.Am</p>	<p>Summer 1</p> <p>Friendship Song – Joanna Mangona and Pete Readman Count On Me – Bruno Mars We Go Together – Grease You Give A Little Love – Buggy Malone That’s What Friends Are For – Gladys Knight You’ve Got a Friend in Me – Dean Freeman</p>	<p>Summer 2</p> <p>The Robots - Kraftwerk</p>
<p>Song Bank</p>	<p>Pat-A-Cake Name Song 1,2,3,4,5... This Old Man 5 Little Ducks Things for Fingers Wind The Bobbin’ Up If Your Happy and You Know It Rock a Bye Baby 5 Little Monkeys I’m a Little Teapot The Grand old Duke of York Ring a Roses Hickory Dickory Dock ABC Song Not Too Difficult</p>	<p>I’m a Spring Chicken</p>	<p>Doctor Knickerbocker (pentatonic) I’m a Spring Chicken</p>			

	<p>Twinkle Twinkle Head Shoulders Knees and Toes I like the flowers Zoom, zoom, zoom Penguin Song If you're happy and you know it Nursery rhymes Counting / number songs Christmas/Nativity songs Old MacDonald Wheels on the bus Incy Wincy Spider Baa Baa Black Sheep Row Row Row your boat Hockey Cokey</p>		
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