



We want children to enjoy listening to a wide range of music and broaden their experiences in musical genres, inspiring them to be inquisitive about musical instruments and to engage critically with what they hear. We want children to hear music with their ears and their hearts. We want them to develop language skills through song and to become confident singers as they progress through school. We want to give children opportunities to perform and to be proud of their accomplishments.

Purpose: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims: 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

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 interrelated dimensions of music

Skills are dependent on specific knowledge. A skill is the capacity to perform or discuss and in order to do this a deep body knowledge needs to be acquired and retained.

Substantive- The what we need to know (including key vocabulary and their meanings)

Using the voice expressively and creatively:

In the EYFS songs are used to introduce different sections of the day (weather, welcome, home, days of the week etc). In F1 children are taught a range of simple songs and nursery rhymes along with actions/makaton and are exposed to the 'weekly song' during snack time. In F2 this is built upon and children are taught a wide range of songs as well as recapping nursery rhymes. The song of the week is explored more deeply and children are exposed to who the artist is. Year 1 continue with the song of the week and are encouraged to appraise the songs using age appropriate musical vocabulary. All children are encouraged to join in with the singing of our weekly songs. Years 1 and 2 take part in singing units whereby they are taught to sing expressively and with awareness and control of timbre, tempo and dynamics.



Key Vocabulary			
F1	F2	Y1	Y2
Sing, quiet, loud Fast, slow long, short, songs, rhymes	fast, slow, long, short, high, low, , songs, rhymes	Beat, dynamics, pitch	Beat, dynamics, pitch, timbre, compose, verse , chorus, call, response

Play tuned and un-tuned instruments musically

In F1 the use of instruments is taught during the Phase 1 phonics sessions, naming the instruments and exploring the different sounds they make as well as being able to differentiate between the different ones. In F2 children use the same instruments from F1 to explore how sounds can be changed e.g. loud and quiet/fast and slow. In F1 children are taught what a rhythm is and how to copy a simple rhythm using rhythm sticks and in F2 children tap out and create their own rhythm. All children in the EYFS are given the opportunity to perform in front of their adults. Children in year 1 are taught about different instruments and how to use them to play the pulse of a song or a piece of music. In year 2, then learn how to handle and play instruments with control while exploring types/ timbres of sounds and play simple rhythmic patterns.

Key Vocabulary			
F1	F2	Y1	Y2
sound, music, instrument, play, listen, clap, tap, rhythm, rhythm sticks	sound, music, instrument, play, listen, clap, tap, repeated, create, perform	music, musical instrument, play, listen, clap, tap, repeated, strum, pluck, stroke, hit, blow, beater, tuned, un-tuned, beat, dynamics, pitch	music, musical instrument, play, listen, clap, tap, repeated, strum, pluck, stroke, hit, blow, beater, tuned, un- tuned, beat, dynamics, pitch, timbre, compose,

Listen with concentration, memory and movement

In F1, children listen to range of songs and are encouraged to move in response to music. In F2 they begin to know how to move in time to music. They are also provided with the vocabulary needed to be able to describe how certain songs/ pieces of music make them feel. In year 1 they begin to use the musical terms- pitch, beat and tempo and year 2 they can reflect on music with an increasing vocabulary.

Key Vocabulary			
F1	F2	Y1	Y2
Listen, focus	Respond, dance, join	Pitch, beat, tempo, dynamics	Pitch, beat, tempo, dynamics, melodic phrases, sequences

Experiment with, create, select and combine sounds

Key Vocabulary			
F1	F2	Y1	Y2
sound, music, instrument, play, listen, clap, tap	sound, music, instrument, play, listen, clap, tap, repeated, experiment	music, musical instrument, play, listen, clap, tap, repeated, strum, pluck, stroke, hit, blow, beater, tuned, un-tuned, beat, dynamics, pitch,	music, musical instrument, play, listen, clap, tap, repeated, strum, pluck, stroke, hit, blow, beater, tuned, un- tuned, beat, dynamics,



		combine, soundscape, accompany	pitch, timbre, compose, soundscape, accompany
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Controlling pulse and rhythm

In F1, children are taught how to copy simple rhythms as part of games and in F2 they can tap out and repeat simple repeated rhythms. By year 1 children know how to identify the pulse in different pieces of music and can use musical vocabulary to describe it and in year 2 children know how to internalise and create their own rhythmic patterns.

Key Vocabulary			
F1	F2	Y1	Y2
Rhythm	Repeated rhythm	Pulse, pieces, join, accompany	Pulse, pieces, join, accompany, rhythmic pattern, repeated pattern, steady

Disciplinary

Disciplinary knowledge in music is the interpretation of the acquired knowledge above, how that knowledge can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of musicians and composers work; evaluating and having the ability to appraise pieces of music.

<p>Use the voice expressively and creatively (Singing and Performing)</p>				
F1	F2	Year 1 Expected	Year 2 Expected	Year 2 Exceeding



<p>Know how to sing simple songs</p> <p>Know a repertoire of familiar songs</p> <p>Know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs – listening to the pitch of others e.g. twinkle twinkle</p> <p>Know how to remember and perform sequences and patterns of movements which are related to music and rhythm e.g. head, shoulders . . .</p> <p>Know a range of nursery rhymes off by heart</p>	<p>Know an increasing repertoire of familiar songs</p> <p>know how to sing in a group or on my own, increasingly matching the pitch and following the melody</p> <p>Know a variety of rhymes, poems and songs</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Know how to use their voice with increasing confidence</p> <p>Know how to sing with a sense of awareness of pulse control and rhythm</p> <p>Know that some songs have phrase lengths and to know when to breathe</p>	<p>Know how to Sing songs expressively and with awareness and control of timbre, tempo and dynamics</p> <p>Know how to sing with emerging control of pitch and in increasingly in tune</p> <p>Know that when singing the need for awareness of others -performers and audience</p>	<p>Know how to sing with confidence using a wider vocal range</p> <p>Know how to sing in tune with awareness pulse and control of rhythm</p> <p>Know how to Sing songs and create different vocal effects</p> <p>Know that mouth shapes can affect voice sounds</p> <p>Know how to explore songs with rounds and calls and response</p>
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Play tuned and un-tuned instruments musically

<p>know how to create sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Know that musical instruments make a sound and that these can be explored quietly and loudly</p> <p>Know the way we play an instrument affects the sound it makes</p>	<p>Know how to engage in music making and dance, performing solo or in groups</p> <p>Know how to make music in a range of ways and explore and learn how sounds can be changed</p> <p>Knows how to copy sounds</p> <p>Know how to play along to the steady beat of a song they are singing or</p>	<p>Know how to play instruments in different ways and create sound effects</p> <p>Know how to use body percussion and instruments to play the pulse of a song or piece of music</p> <p>Know when to start and stop performing</p>	<p>Knows how to handle and play instruments with control.</p> <p>Knows how to explore types/timbres of sounds</p> <p>Knows how to play simple rhythmic patterns and the pulse using body percussion and tuned and untuned instruments</p>	<p>Knows how to select instruments to describe visual images.</p> <p>Knows how to create repeated patterns with different instruments</p> <p>Knows simple ways to interpret music graphically</p>
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	music they are listening to			
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Listen with concentration, memory and movement

<p>Know how to move in response to music</p> <p>Know how to listen with increasing attention to sounds</p>	<p>Know how to move in time in response to music</p> <p>Know how to respond to what they have heard in different ways</p> <p>Knows how to express how a piece of music makes them feel</p>	<p>Knows how to remember short songs and sequences and patterns of sounds</p> <p>Knows how to respond physically when listening to music</p> <p>Knows how to identify different sound sources</p> <p>Know the musical terms e.g. pitch, beat, tempo (fast/slow)</p>	<p>Knows how to respond physically when listening or performing music.</p> <p>Knows how to Identify well defined musical features.</p> <p>Knows how to reflect on music with an increasing vocabulary</p>	<p>Knows how to use musical vocabulary to describe and appraise a piece of music</p> <p>Knows how to identify melodic phrases and play them by ear.</p> <p>Knows how to respond to music by creating sequences of movement in response to sounds or art work</p>
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Experiment with, create, select and combine sounds.

<p>Know how to create sounds to accompany stories (e.g. bear hunt)</p>	<p>Know how to engage in music making</p>	<p>Know how to clap and repeat Short rhythmic and melodic patterns</p> <p>Know how to explore different sound sources</p> <p>Know that making particular sounds can give a message</p> <p>Know how to create and choose sounds to respond to a given stimulus</p>	<p>Know how sounds can be changed.</p> <p>Know how sounds can be used to accompany a song.</p> <p>Know how sounds are used to create different moods.</p>	<p>Know how to explore and perform different types of accompaniment</p> <p>Know how to explore and select different melodic patterns</p> <p>Know and explore different combinations of pitch sounds</p>
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Controlling pulse and rhythm

Music Knowledge Progression Overview



<p>Know how to copy a simple rhythm</p>	<p>Know how to tap out and repeat simple repeated rhythms</p>	<p>Know how to identify the pulse in different pieces of music</p> <p>Know how to identify the pulse and join in getting faster and slower</p> <p>Know how to Identify long and short sounds in music</p>	<p>I know how to internalise and create rhythmic patterns</p> <p>Know how to accompany a song by clapping or playing the pulse or rhythm</p>	<p>Know how to recognise rhythmic pattern</p> <p>Know how to perform a repeated pattern to a steady pulse</p> <p>Know that repeated patterns are used in a variety of music</p>
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