

Music Progression Document

Music Progression in knowledge and skills

Curriculum Intent

Our high-quality music curriculum is designed to engage and inspire children to develop a love of music and their talent as musicians. The curriculum is designed to ignite all areas of child development and skills for school readiness, including intellectual, social, emotional, motor skills, language, and overall literacy. Through music and movement children learn new words and concepts by chanting rhymes, creating sounds, using household items, and singing songs to learn the alphabet. Music also helps children to learn how to express emotions in different ways, it can raise someone's mood, get them excited or make them calm and relaxed. Through music children learn the reasons for creating music, such as for celebrations, recreation, and artist expression.

Curriculum Implementation

- Develop children's understanding of music through high quality teaching and carefully thought-out sequences of lessons.
- provide a range of practical activities for the children to incorporate listening, appraising, composing, and performing.
- provide opportunities for the children to experience the eight key elements of music – pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate music notation.
- provide opportunities for the children to listen to a wide range of music, live and recorded including music from other cultures and different styles or types of music.
- provide opportunities for the children to play and learn a musical instrument.
- allowing children to be creative and give them the freedom to explore a range of tuned and untuned instruments.
- provide the children opportunities to speaking chants, rhymes and singing expressively.
- allow children, the opportunity to rehearse and perform their songs to an audience.
- provide opportunities for children to record their own compositions using appropriate technology.

Substantive and disciplinary knowledge in music

Substantive knowledge in music refers to inter-related dimensions of music, this includes:

- *Rhythm.*
- *Pulse.*
- *Pitch.*
- *Tempo.*
- *Dynamics.*
- *Timbre*

Disciplinary knowledge in music is the application of substantive knowledge, through performance, composition, appreciation and understanding of music.

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National Curriculum Aims		End of Early Years Foundation Stage			End of Key Stage 1	
		<p>Being Imaginative and Expressive ELG Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>			<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. 	
Knowledge & Skills <i>EYFS Key: Development Matters</i> <i>Birth to Five Matters</i> <i>Music Development Matters</i>		Nursery		Reception	Y1	Y2
		Birth-3	3–4-year-olds	5-year-olds	6-year-olds	7-year-olds
Substantive knowledge	Key concept					
	Disciplinary knowledge					

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To Perform Music	Take part in singing, accurately following the melody.	Joins in with action songs by singing some words and creating some or all actions.	Can often sing an entire song; <i>songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</i>	With encouragement, a basic melody is followed.	Generally, a basic melody is followed accurately.	Basic melodies are followed accurately.
	Follow instructions on how and when to sing or play an instrument.	Uses instruments in a range of ways, e.g., <i>tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally.</i>	Shows control to hold and play instruments to produce a musical sound, e.g., <i>holding a triangle in the air by the string with one hand and playing it with a beater with the other.</i>	With support from a teacher, instructions of when to play an instrument are followed.	Instructions of when to play an instrument are generally followed correctly.	Instructions of when to play an instrument are well understood and followed.
	Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.	Plays instruments rhythmically and repetitively.	Plays instruments with control to play loud/quiet, (dynamics) , fast/slow (tempo) .	During structured activities, long and short, high, low sounds are created and combined using voice and instruments.	There is some experimentation with combining long and short, high and low sounds with voice and instruments.	There is very effective combinations of long and short, high and low sounds using voice and instruments.

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	<p>Imitate changes in pitch.</p>	<p>Describes music, eg “scary music, angry music, happy music”.</p> <p>Uses instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally.</p>	<p>Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo).</p>	<p>There is some awareness of how to alter pitch.</p>	<p>There are some good examples of imitating changes in pitch.</p>	<p>Pitch changes are imitated effectively.</p>
<p>To Compose</p>	<p>Create short, musical patterns.</p>	<p>Creates own patterns in music making.</p>	<p>Adds sound effects to stories using instruments.</p> <p>Leads or is led by other children in their music making, i.e., being a conductor.</p>	<p>During structured activities, short musical patterns are created.</p>	<p>There are some good examples of creating short musical patterns.</p>	<p>Well thought out short musical patterns are created.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To Transcribe</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences.</p>	<p>Knows information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens and environmental print)</p> <p>Creates visual representation of sounds, instruments and pieces of music, e.g., mark making to specific sounds or pieces of music.</p>	<p>With support, symbols are used to represent a composition and aid its performance.</p>	<p>Symbols are chosen from suggestions to represent a composition and aid its performance.</p>	<p>Symbols are devised from suggestions to represent a composition and aid its performance.</p>

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To Describe Music	Identify the beat of a tune.	<i>Moves in response to rhythms heard played on instruments e.g., a drum. This could be small movements e.g., moving fingers in response to sounds or large movements such as jumping.</i>	<i>Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing.</i>	In structured activities, music can be described in terms of its beat.	Generally, music is described well in terms of its beat.	Musical terminology is becoming increasingly understood and, where appropriate, the term beat is used to describe music.
	Recognise changes in timbre, dynamics and pitch.	<i>Anticipates changes in familiar music e.g., recognises and remembers when music is going to get louder, quieter or stop.</i>	<i>Describes the sound of instruments e.g. scratchy sound, soft sound.</i>	In structured activities, the terms timbre, dynamics and pitch are used.	Generally, the terms timbre, dynamics and pitch are beginning to be used appropriately.	There is a good understanding of the terms: <i>timbre, dynamics and pitch</i> and they are used appropriately to describe music.

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Progression

When establishing progression at Key Stage 1 we need to consider:

- Increasing the range of experience – the range of tuned and untuned instruments, the variety of stimuli and the breadth of repertoire.
Fortnightly planning for music gives details of the tuned and untuned instruments children will learn the names of and be shown how to play correctly. A range of stories and paintings/illustrations are used to provide a stimuli for music making. Children are introduced to a repertoire of different types of music they enjoy listening to.
- Increasing the demand – the length and complexity of the songs to be sung from memory, the use of symbols when recording simple compositions, the identification and naming of an increasing number of instruments.
- Increasing the quality – the confidence, fluency, expression and application of knowledge, for example singing their name in response to the register or singing parts of songs individually or with a partner.