Progression of Knowledge, Skills and Vocabulary



Music

Knowledge and Skills Progression

| Area of Learning |  Reception |  Year 1 |  Year 2 |
| --- | --- | --- | --- |
| **Vocal: singing and chanting** | * Join in with familiar songs.
* **Sing/chant in a group, stopping and starting together on a signal and beginning to match pitch and melody.**
* Find our ‘singing voice’ (different to our speaking/shouting voice).
* Experiment with pitch and tone (timbre) of vocal sounds.
 | * Sing/chant in unison as a group.
* **Combine voices and movement in a performance.**
* **Control vocal dynamics (loud/quiet), duration (long/short), timbre (tone).**
* Pitch match.
* Use voices to create descriptive sounds.
* Sing a song with contrasting high and low melodies.
 | * Combine movement, voice and percussion in a performance.
* **Sing with expression.**
* **Sing paying attention to the pitch shape of the melody** (high/low).
* Understand pitch through singing, movement and note names - *so just beginning to link singing to notation.*
* **Sing/chant in 2 parts (a round).**

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| **Playing an instrument** | * Know to show care and respect when using an instrument.
* Start and stop playing on a signal.
* **Tap the pulse while listening to music.**
* **Begin to play an instrument in time with the beat.**
* Experiment with tempo, dynamics, pitch, duration and timbre when using instruments/ sound-makers.
 | * Identify and use a range of untuned percussion instruments.
* Hold a beater and instrument correctly.
* Find and know different ways to vary sounds when using instruments.
* **Hear a steady beat and** **keep a steady beat using instruments.**
* **Explore and control tempo***(play fast or slow),* **dynamics** *(play loudly or quietly)* **and duration** *(make short or long sounds)***.**
 | * Identify and use tuned and untuned percussion instruments.
* Perform rhythmic patterns using a simple score.
* Understand the difference between beat and rhythm.
* **Play a basic tune (follow a pitch line) on tuned percussion.**
* **Play instruments expressively in response to stimuli.**
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| **Performance***Behaving as a musician and respecting others as musicians* | * Perform within our class - songs, rhymes, poems and stories.
* **Perform to an audience as a class and year group**, stopping and starting at the same time.
* Listen to other children’s performances.
 | * **Perform with concentration in a large group.**
* Perform to others within our class.
* Perform to an audience as a class group.
* Listen to other children’s performances and give kind feedback.
 | * **Perform with concentration and confidence in a large group, including in new settings**.
* Develop confidence performing in smaller groups.
* Listen to other children’s performances and give thoughtful and supportive feedback.
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| **Composing -** *exploring and improvising, creating and developing musical ideas*  | * **Explore and engage in music making and dance.**
* Explore making sounds (vocal, body percussion, instrumental).
* Make up our own songs or improvise from a known song.
* Begin to copy and make up simple rhythms individually.
* Explore how to use sounds to represent ideas (e.g. animals, characters, settings, stories).
 | * Find ways to vary sounds on instruments.
* Create and perform new rhythms to a steady beat.
* Create, play and combine simple word rhythms.
* **Create music with others.**
* **Create a soundscape (picture in sound) using instruments.**
 | * Explore different ways to organise music.
* Use voices to create descriptive musical effects.
* **Create simple three-beat and four-beat rhythms** **using a simple score.**
* Combine sounds to create a music effect in response to stimuli.
* **Compose music to illustrate an idea or story.**
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| **Listening, responding and appraising** *Applying musical knowledge and understanding to what they hear*  | * Listen carefully to rhymes, poems and songs.
* **Talk about music, expressing our feelings and responses.**
* Listen carefully and recognise how instrumental sounds can be changed (e.g. fast/slow).
* **Move to music.**
* **Listen attentively to music***.*
 | * Listen to a range of sounds and musical styles.
* **Express what music we like and dislike and give basic reasons why.**
* Know what the beat/pulse is and hear it in the music.
* Identify a repeated rhythm pattern.
* Recognise changes in tempo and pitch and respond to them with movement.
* **Listen in detail to a piece of orchestral music** (e.g. identify instruments).
 | * Listen to an increasing range of sounds and musical styles.
* Express what music we like and dislike and explain why.
* **Use simple musical vocabulary to describe music.**
* Identify rising and falling pitch.
* Listen to and repeat back rhythm patterns.
* Understand the difference between beat and rhythm.
* **Listen, describe and respond to contemporary orchestral music** *(e.g. identifying ideas it expresses, such as depicting a season).*
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* **The Points in bold are our School’s defined ‘end points’ for each year.**

Vocabulary Progression

| **Reception** | **Year 1** As Reception, plus: | **Year 2** As Reception and Year 1 plus:  |
| --- | --- | --- |
| Actions: * start
* stop
* listen
* perform
* repeat
* sing or chant

Describing music: * loud/quiet
* fast/slow
* low/high

Sounds: * sounds
* instrument
* voice
* song
 | * body percussion
* beat (or pulse)
* dynamics (loud/quiet)
* pitch (high/low)
* rap
* rhythm
* soundscape
* tempo (fast/slow)
* tune

Instruments: beater, cymbal, drum, shaker, tambourineBegin to use: * texture (layers of sound)
* timbre (tone / quality of a sound)
 | * accompany / accompaniment
* compose
* conductor
* duet, solo
* duration (long/short sounds)
* improvise
* melody
* metre
* notation
* ostinato
* rhythm pattern
* score
* structure
* tuned percussion
* untuned percussion

Instruments: chime bar, glockenspiel, xylophone  |