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).** |
| **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.** |
| **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. |
| **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.** |
| **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).* |

* **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, tambourine  Begin 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 |