

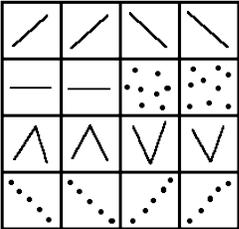


**Sacred Heart  
EYFS/KS1  
Progression of Skills  
Music document**

<p><b>Music Requirements EYFS (taken from updated framework, Birth to 5 Matters and Musical Development Matters)</b></p>	<ul style="list-style-type: none"><li>• There are 4 elements to musical development in the EYFS:<ol style="list-style-type: none"><li>1. Hearing and Listening</li><li>2. Vocalising and Singing</li><li>3. Moving and Dancing</li><li>4. Exploring and Playing</li></ol></li><li>• The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</li><li>• Listening and Appraising, Vocalising and Singing is woven into C&amp;L and EAD areas of learning within the curriculum.</li><li>• Moving and Dancing, Exploring and Playing features within EAD area of learning.</li></ul>
<p><b>Music Requirements KS1</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>

Skills	Nursery	Reception	Year 1	Year 2
<b>Listening &amp; Appraising music using vocabulary</b>	<p><b>C&amp;L:</b> Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p>	<p><b>C&amp;L ELG:</b> Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><b>EAD:</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs</p>	<p>Concentrate when listening to a piece of music</p> <p>Identify the pulse</p> <p>Say what you like/dislike about a piece of music</p> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Tempo</li> </ul>	<p>Listen and understand different elements of music</p> <p>Describe music using musical vocabulary</p> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Projection</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• <b>Timbre</b></li> <li>• <b>Texture</b></li> <li>• <b>Structure</b></li> <li>• <b>Melody</b></li> </ul>
<b>Singing</b>	<p><b>C&amp;L:</b> Shows interest in play with sounds, songs and rhymes</p> <p><b>EAD:</b> Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p><b>EAD:</b> Uses combinations of art forms, e.g. moving and singing, making and dramatic play</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p><b>EAD ELG:</b> Sing a range of well-known nursery rhymes and songs</p>	<p>Understand the importance of warming up our voices/projection without shouting</p> <p>Sing a very simple melody in unison</p>	<p>Sing a song in 2 parts, e.g. in a round</p>

	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Begins to make believe by pretending using sounds, movements, words, objects</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music</p>			
<b>Instruments</b>	<p><b>EAD:</b> Uses available resources to create props or creates imaginary ones to support play</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>EAD:</b> Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purpose</p>	<p>Name different instruments in isolation</p> <p>Experiment with different types of instruments</p>	<p>Identify instruments within a piece of music</p> <p>Play tuned/untuned instruments to an accompaniment</p>
<b>Improvisation and Composition</b>	<p><b>EAD:</b> Create their own songs, or improvise a song around one they know.</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p><b>EAD:</b> Creates rhythmic sounds and movements</p>	<p><b>EAD ELG:</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Experiment with different types of instruments</p>	<p>Improvise a simple rhythm using an instrument/voice</p> <p>Use tuned/untuned percussion to improvise/compose</p>

<p><b>Notation</b></p>			<p>Use body percussion to demonstrate understanding of length of notes</p> <p>Use shapes/pictorial representations to demonstrate an understanding of lengths of different notes e.g.</p>  <p>Use note names when composing on Charanga</p>	<p>Use shapes/pictorial representations to demonstrate an understanding of lengths of different notes, eg: rectangle is long, square is short.</p> <p>Use note names when composing on Charanga</p>
<p><b>Performing</b></p>	<p><b>C&amp;L:</b> Shows interest in play with sounds, songs and rhymes</p> <p><b>EAD:</b> Creates rhythmic sounds and movements</p>	<p><b>EAD:</b> Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purpose</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>EAD ELG:</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Perform with a clearly identifiable pulse</p> <p>Repeat simple rhythms</p> <p>Follow a conductor or bands lead to signal beginning and end.</p>	<p>Rehearse and perform simple repeated rhythms</p> <p>Follow a conductor to the beat of the music</p>

Notes:

- Key words from previous years should continue to be used so children can embed them into their vocabulary
- Following a conductor's signals – there are no set signals, teachers have discretion to create their own signals when directing children
- Developing understanding of history and context of music – applies to all year groups, when studying Charanga background to the music/songs you are studying should be taking place during the listening & appraising section of the lesson
- Warm up activities should take place in every lesson