

Nyewood CE Infant School
Music Progression in Knowledge and Skills

Curriculum Intent

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God's world**.

Music Intent

At Nyewood CE Infant School, children have a passion for using their voices, musical knowledge and skills innovatively to perform confidently.

EYFS			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn Term		
	Contextual Outcomes: Sound making exploration – getting to know simple musical instruments and musical language.		
Listening, Attention and Understanding	<p>Children know... The difference between some sounds they hear.</p> <p>What is expected of them when they are listening.</p> <p>Children can... Listen to rhymes and songs paying attention to how they sound.</p>	<p>Children know... The attributes of a 'good listener'.</p> <p>Children can... Listen with increasing attention and recall.</p>	
Speaking	<p>Children know... Some familiar, common rhymes, poems and songs.</p> <p>Children can... Recite some familiar rhymes, poems or songs.</p>	<p>Children know... Some of the vocabulary they need to describe the rhymes, songs and sounds they hear.</p> <p>Children can... Use the vocabulary they have learnt to give simple explanations.</p>	
Being Imaginative and Expressive	<p>Children know... That different objects can make different sounds.</p>	<p>Children know... Some musical instruments and their names.</p>	<p>Children know... A wide range of songs and nursery rhymes.</p>

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	<p>That there are musical instruments which are designed to make certain sounds.</p> <p>That they can make sounds with their own voices.</p> <p>Children can... Distinguish between some sounds that they make or hear.</p> <p>Explore a range of sound making instruments / objects / their voices.</p> <p>Begin to listen attentively to the music they hear.</p> <p>Move to, and begin to talk about, the music they hear; expressing their responses.</p>	<p>Some words to describe the sounds that musical instruments make.</p> <p>An increasing range of well-know nursery rhymes and songs.</p> <p>Children can... Join in with singing a range of well-known nursery rhymes and songs.</p> <p>Copy and make sounds using an increasing range of instruments and objects.</p> <p>Use their voices to make a range of sound types.</p>	<p>The names of an increasing range of instruments.</p> <p>A growing vocabulary to describe the sounds instruments make.</p> <p>Children can... Confidently sing a range of familiar songs and, rhymes and chants.</p> <p>Copy a melody or tune using their voice or a simple instrument.</p>
Gross Motor Skills	<p>Children know... That they can move in different ways in response to the sounds they hear.</p> <p>Children can... Begin to move with some fluency in response to sounds they hear.</p>	<p>Children know... How to move in time to a beat or tempo.</p> <p>Children can... Demonstrate co-ordination when moving their body to music.</p>	
Fine Motor Skills	<p>Children know... How to use their hands and fingers to make sounds using some objects and instruments.</p> <p>Children can... Begin to use simple instruments with some control to make sounds.</p>	<p>Children know... How to use a range of tools to create sounds (sticks, hands, feet, simple instruments).</p> <p>Children can... Manipulate their small motor skills to use an increasing range of instruments with control to make sounds.</p>	<p>Children know... How to use their small motor skills to manipulate instruments to achieve a planned effect.</p> <p>Children can... Explore and play tuned and un-tuned instruments using their small motor skills effectively.</p>

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Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Spring Term		
Listening, Attention and Understanding	<p>Children know... What is expected of them when they are listening.</p> <p>Children can... Listen with increasing attention to what they hear; responding appropriately.</p>	<p>Children know... The attributes of a 'good listener'.</p> <p>Children can... Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Ask questions to find out more and check they understand what has been said to them.</p>	<p>Children know... The language the need to describe their understanding in music e.g. loud, quiet, fast, slow etc..</p> <p>Children can... Use the musical language they have learnt to demonstrate their understanding in music.</p>
Speaking	<p>Children know... An increasing range of vocabulary from the rhymes, poems and songs they hear and to describe the sounds they hear.</p> <p>Children can... Use the vocabulary they have learnt in their play and learning with increasing accuracy.</p> <p>Articulate their ideas and thoughts in simple sentences.</p>	<p>Children know... Key vocabulary from the rhymes, songs and poems they know; describing what the words mean.</p> <p>Children can... Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	

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<p>Being Imaginative and Expressive</p>	<p>Children know... That music (through song or instrument playing) can be performed to an audience.</p> <p>Children can... Watch and talk about performance art; expressing their feelings and responses to this.</p> <p>Explore and engage in music making, performing solo or in groups.</p>	<p>Children know... The language to describe pitch and tempo.</p> <p>That different songs and rhymes have differing pitch and tempo.</p> <p>Children can... Sing in a group or on their own increasingly matching the pitch and following the melody.</p> <p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with the music.</p>	<p>Children know... That they can use instruments and their voices to create tunes and melodies.</p> <p>How to use simple drawings, symbols or images to notate music.</p> <p>Children can... Accurately perform a song or sequence.</p> <p>Begin to create their own tunes and melodies with the support of an adult.</p> <p>Record compositions in their own way.</p>
<p>Gross Motor Skills</p>			<p>Children know... That movement to music can be performed to an audience.</p> <p>Children can... Perform a song, dance or sequence of music to an audience.</p>
<p>Fine Motor Skills</p>	<p>Children know... How to manipulate their hands and fingers to use some simple instruments competently e.g. tapping sticks etc....</p> <p>Children can... Use their small motor skills to make sounds using objects, instruments and their bodies.</p>		
<p>Key Vocabulary</p>	<p>Sound, Rhyme, Instrument, Song, Poem, Volume, Loud, Quiet, Audience, Voice, Noise, Music, Beat</p>		

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Year 1			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn Term		
Listen and Appraise	<p>Children know... That there are differences between types of music.</p> <p>The difference between live and recorded music.</p> <p>Children can... Listen attentively to some live and recorded music.</p> <p>Talk about the music they are listening to using simple language based on the vocabulary learnt in the EYFS.</p>	<p>Children know... A range of vocabulary that can be used to describe a piece of music.</p> <p>Good listening behaviours.</p> <p>The names of an increasing range of instruments.</p> <p>Children can... Listen with concentration and focus to a range of high-quality live and recorded music.</p> <p>Use age-appropriate musical language (see vocab list) to suit a style of music.</p>	<p>Children know... A range of different instruments and what they sound like.</p> <p>How to distinguish between instruments and their sounds.</p> <p>A range of musical vocabulary and its meanings.</p> <p>Children can... Use the correct musical language accurately to describe a piece/style of music.</p> <p>Recognise different instruments within a piece of music.</p>
Sing	<p>Children know... Familiar songs, rhymes and chants.</p> <p>That they can use their voice to recreate songs, rhymes and chants they have heard or know.</p> <p>Children can... Sing familiar songs and, rhymes and chants alongside a peer or teacher, repeating what they have heard.</p>	<p>Children know... That there are different ways that they can use their voice in song e.g. different volumes, pitch, sounds etc...</p> <p>Children can... Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Children know... How to use their voices in different ways in song.</p> <p>Children can... Use their voices to sing appropriately, either individually or in a group for a purpose.</p>
Perform	<p>Children know... A wide range of songs and nursery rhymes.</p> <p>Children can...</p>	<p>Children know... That music can be performed to an audience.</p> <p>The early principles of a good performance e.g. volume, clarity etc...</p>	<p>Children know... The key elements of performance to an audience.</p> <p>Children can...</p>

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	<p>Confidently sing a range of familiar songs and, rhymes and chants.</p> <p>Copy a melody or tune using their voice or a simple instrument.</p>	<p>Children can... Perform a song or sequence of music to an audience.</p>	<p>Work in groups to create a series of sounds in sequence to perform to the class/parents.</p> <p>Perform a song or sequence of music to an audience.</p>
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Spring Term		
Musical Instruments	<p>Children know... The names of an increasing range of musical instruments.</p> <p>Some of the sounds common instruments make.</p> <p>The vocabulary to describe the sounds some musical instruments make.</p> <p>Children can... Begin to explore tuned and un-tuned instruments.</p> <p>Describe the sounds of some musical instruments they hear.</p>	<p>Children know... The names of a range of musical instruments.</p> <p>Some of the sounds these instruments make.</p> <p>The vocabulary to describe the sounds an increasing range of musical instruments make.</p> <p>Children can... Play tuned and un-tuned instruments musically.</p> <p>Describe the sounds that musical instruments make using appropriate vocabulary.</p>	<p>Children know... How sounds can be made using a range of musical instruments.</p> <p>How to describe the different parts of a band or ensemble.</p> <p>Children can... Experiment with, create, select and combine sounds using the inter-related dimensions of music using musical instruments.</p> <p>Play different parts within a band or ensemble.</p>
Improvisation	<p>Children know... That sounds can be matched to rhymes, stories or actions.</p> <p>Children can... When reading or listening to stories children are able to mimic sounds with their own interpretation.</p>	<p>Children know... That different sounds can have different meanings or evoke different feelings.</p> <p>Children can... To accompany stories using musical instruments to mimic sounds and feelings.</p>	<p>Children know... That improvisation is to make up your own tune with no boundaries.</p> <p>Children can... Create their own music or sounds to match stories, rhymes, feelings and experiences.</p>

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<p>Composition</p>	<p>Children know... That they can create music using their voice, instruments and other sound-making objects.</p> <p>Children can... Begin to create their own tunes and melodies with the support of an adult.</p> <p>Record compositions in their own way.</p>	<p>Children know... How to create their own music using the skills they have learnt.</p> <p>Children can... Begin to create their own tunes and melodies.</p> <p>Record compositions in an appropriate way.</p>	<p>Children know... That sounds can be combined to create a unique composition.</p> <p>That different sounds can complement each other in a composition.</p> <p>What musical notation is and how it can be used.</p> <p>Children can... Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Work in groups to create a series of animal sounds in sequence to perform to the class/parents.</p> <p>Record musical notation in an appropriate way.</p>
<p>Key Vocabulary</p>	<p>Rhyme, Instrument, Song, Poem, Volume, Loud, Quiet, Audience, Voice, Noise, Music, Rhythm, Pitch, Tempo, Beat, Choir, Band, Conductor, Improve, Compose, Soft</p>		

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Year 2			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn Term		
	Contextual Outcomes:		
Listen and Appraise	<p>Children know... A range of vocabulary that can be used to describe a piece of music.</p> <p>Good listening behaviours.</p> <p>The names of an increasing range of instruments.</p> <p>Children can... Listen with concentration and focus to a range of high-quality live and recorded music.</p> <p>Use age-appropriate musical language (see vocab list) to suit a style of music.</p>	<p>Children know... A range of different instruments and what they sound like.</p> <p>How to distinguish between instruments and their sounds.</p> <p>A range of musical vocabulary and its meanings.</p> <p>Children can... Use the correct musical language accurately to describe a piece/style of music.</p> <p>Recognise different instruments within a piece of music.</p>	<p>Children know... A wide breadth of musical instruments and what they sound like.</p> <p>The differences between a range of different musical instruments.</p> <p>A wide range of musical vocabulary to describe what they hear.</p> <p>Children can... Listen with attention and recall and describe sounds and changes in music.</p> <p>Describe in detail the content of one piece of music and compare more than one piece of music using appropriate vocabulary.</p>
Sing	<p>Children know... That there are different ways that they can use their voice in song e.g. different volumes, pitch, sounds etc...</p> <p>Children can... Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Children know... How to use their voices in different ways in song.</p> <p>Children can... Use their voices to sing appropriately, either individually or in a group for a purpose.</p>	<p>Children know... That their voices can be changed or manipulated to create different effects and sounds.</p> <p>The vocabulary to describe the changes in their voices.</p> <p>Children can... Use their voice in different ways, including</p>

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			using a loud or soft voice and understanding the voice can be used to create notes of different pitches.
Perform	<p>Children know... That music can be performed to an audience.</p> <p>The early principles of a good performance e.g. volume, clarity etc...</p> <p>Children can... Perform a song or sequence of music to an audience.</p>	<p>Children know... The key elements of performance to an audience.</p> <p>Children can... Work in groups to create a series of sounds in sequence to perform to the class/parents.</p> <p>Perform a song or sequence of music to an audience.</p>	<p>Children know... The key aspects of performance and the needs of the audience.</p> <p>Children can... Perform a song or sequence to an audience considering breath, control and being conscious of others.</p>
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Spring Term		
Musical Instruments	<p>Children know... The names of a range of musical instruments.</p> <p>Some of the sounds these instruments make.</p> <p>The vocabulary to describe the sounds an increasing range of musical instruments make.</p> <p>Children can... Play tuned and un-tuned instruments musically.</p> <p>Describe the sounds that musical instruments make using appropriate vocabulary.</p>	<p>Children know... How sounds can be made using a range of musical instruments.</p> <p>How to describe the different parts of a band or ensemble.</p> <p>Children can... Experiment with, create, select and combine sounds using the inter-related dimensions of music using musical instruments.</p> <p>Play different parts within a band or ensemble.</p>	<p>Children know... The differences in parts in a piece of music in a band or ensemble.</p> <p>The meaning of key musical terms such as pitch, rhythm, beat etc...</p> <p>Their role in a wider performing group.</p> <p>Children can... Perform rhythmic and musical parts in a band or ensemble, beginning to vary the pitch with a small range of notes.</p>

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<p>Improvisation</p>	<p>Children know... That different sounds can have different meanings or evoke different feelings.</p> <p>Children can... To accompany stories using musical instruments to mimic sounds and feelings.</p>	<p>Children know... That improvisation is to make up your own tune with no boundaries.</p> <p>Children can... Create their own music or sounds to match stories, rhymes, feelings and experiences.</p>	<p>Children know... How to create a small range of different notes using their voice or instruments.</p> <p>How to improvise using their voices or instruments to create a piece of music.</p> <p>Children can... Create simple, rhythmical patterns that use a small range of notes in improvisation.</p>
<p>Composition</p>	<p>Children know... How to create their own music using the skills they have learnt.</p> <p>Children can... Begin to create their own tunes and melodies.</p> <p>Record compositions in an appropriate way.</p>	<p>Children know... That sounds can be combined to create a unique composition.</p> <p>That different sounds can complement each other in a composition.</p> <p>What musical notation is and how it can be used.</p> <p>Children can... Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Work in groups to create a series of animal sounds in sequence to perform to the class/parents.</p> <p>Record musical notation in an appropriate way.</p>	<p>Children know... The meaning of simple musical notations.</p> <p>How musical notation is used to compose and follow a sequence in music.</p> <p>Children can... Begin to recognise and respond to simple notations and symbols to compose a sequence.</p> <p>Begin to join simple layers of sound.</p>
<p>Key Vocabulary</p>	<p>Rhyme, Instrument, Song, Poem, Volume, Loud, Quiet, Audience, Voice, Noise, Music, Rhythm, Pitch, Tempo, Beat, Choir, Band, Conductor, Improvise, Compose, Soft, Ensemble, Pulse, Live, Recorded, Genre, Notation / notes</p>		