



Wortham Primary School
EYFS Skills and Knowledge Progression
Subject area: Music

Age 3 to 4

- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups

ELG

ELG: Being Imaginative and Expressive

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.



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EYFS Skills and Knowledge Progression Subject area:
Music

Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Listening & Appraising	<p>Listen to a selection of songs from different genres.</p> <p>To begin to answer questions and make comments about the music they hear using correct vocabulary.</p> <p>Enjoy music and being to use your body to respond and move to music.</p>	<p>Listen to a selection of songs from different genres.</p> <p>To know that songs have a musical style / genre.</p> <p>To notice when the music changes and the main parts of the song (chorus / verse).</p> <p>To recognise the musical dimensions featured in the song and where they are used.</p> <p>To talk about the lyrics and identify what the song is about. To talk about how the music makes them feel. To explain why they do or not like the music. To recognise some of the instruments they hear in a song.</p> <p>Listen carefully and respectfully to other people's thoughts and feelings about the music.</p> <p>To know that songs can be used to express an idea or story.</p> <p>To confidently identify and move to the pulse.</p> <p>To know the difference between the</p>	<p>Use prior knowledge of musical genres to recognise some of the style indicators of a song (musical characteristics that gave that song its style).</p> <p>To know and recognise the main sections of a song (introduction, verse, chorus).</p> <p>To recognise the dimensions features in the song and talk about how they work together in the song (e.g. if the song gets louder in the chorus – dynamics).</p> <p>To compare the similarities and difference between two songs.</p> <p>To name the instruments they hear in a song.</p> <p>Use musical vocabulary previously taught when discussing the songs they listen to and appraise.</p> <p>Recognise any messages in a song and be respectful to the views and opinions of others.</p>	<p>To know a selection of other songs from memory, who sang or wrote them, when and why / message in the song.</p> <p>To confidently discuss and compare a selection of songs by recognising their musical dimensions, their style indicators, instruments used, their history and context.</p> <p>To confidently use music vocabulary.</p>

		pulse and the rhythm.		
Singing	<p>Songs to learn: Selection of nursery rhymes Hey You! In the Groove</p> <p>To sing five songs from memory and to sing in unison.</p> <p>To learn how to use different pitches (high and low) in their voices.</p> <p>To know that they can make different types of sounds with their voices and to use these in rhythm.</p> <p>To start and stop singing when following a leader.</p>	<p>Songs to learn: Hands, Feet and Heart I Wanna Play in a Band Let Your Spirit Fly Three Little Birds</p> <p>To confidently sing songs from memory. To sing with an awareness of the pulse and being 'in tune'.</p> <p>To know why you must warm up your voice.</p> <p>To know that unison is when everyone sings at the same time and to sing in two parts. To know that singing in a group can be called a choir and is led by a lead or conductor. To explore singing in solo. To follow a leader when singing.</p>	<p>Songs to learn: Mamma Mia Lean on Me Dancing in the Street</p> <p>To confidently sing songs from memory and to sing them with a strong internal pulse and being 'in tune'.</p> <p>To explain why you must warm up your voice.</p> <p>To sing in unison and to sing backing vocals. To experience rapping (take from Fresh Prince of Bel Air unit) and solo singing.</p> <p>To know that a solo singer makes a thinner texture than a large group.</p>	<p>Songs to learn: Happy You've Got a Friend</p> <p>To continue to confidently sing songs from memory and to sing them with a strong internal pulse and being 'in tune'. To represent the feeling and context of the song to the audience.</p> <p>To explain the importance of warming up your voice.</p> <p>To explore singing in unison, solo, lead vocal, backing vocal and rapping.</p> <p>To listen to one another and be aware of how they fit into the group.</p>

<p>Playing Instruments & Notation</p>	<p>Focus Notes: C and G (Hey You! D, C, G & A (In the Groove)</p> <p>Learn to play tuned and untuned instruments to a song they perform.</p> <p>Learn the name of the instruments they are playing and listening to.</p> <p>Learn how to instruments respectively.</p> <p>Introduced notation as different symbols.</p>	<p>Focus Notes: E, F, G, A, B & C (Hand, Feet & Heart) C, D, F & G (I Wanna Play in a Band) E, F, G, A, B & C (Let Your Spirit Fly) C, D, E, G, A & Bb (Three Little Birds)</p> <p>Play tuned and untuned instruments and play part of song they perform with increasing number of notes and rhythm.</p> <p>Learn name of instruments they are playing and listening to.</p> <p>Learn the names of notes – crotchet, minim, dotted minim, semibreve (notes with 1,2,3, and 4 beats)</p>	<p>Focus Notes: G A B C (Mamma Mia) G A B C D & E (Lean on Me) B A & G (Bossa Nova) D E G A B (Swing) F G A D (Motown)</p> <p>Play one or all the differentiated parts on a tuned instrument with the correct technique and in the context of the song.</p> <p>To rehearse and perform their part in the context of the song.</p> <p>Recognise the instruments that might be played in a band or orchestra.</p> <p>Continue to develop ability to read the musical notes previously taught (crotchet, minim, dotted minim, semibreve).</p> <p>Learn the names of the notes – quavers, rests.</p>	<p>Focus Notes: G A B C D E (Happy) D E F G A B C (You've Got a Friend)</p> <p>Rehearse and perform by using musical instruments with accuracy, fluency, control and expression.</p> <p>Confidently read musical notes previously taught (crotchet, minim, dotted minim, semibreve) and introduce dotted crotchets.</p>

Improvisation	<p>To know that improvisation is about making up tunes on the spot and is not written down.</p> <p>Using their voice, tuned and untuned instruments</p>	<p>To use an increasing number of notes and length of the beat when improvising.</p> <p>Using their voice, tuned and untuned instruments with an increased consideration to the rhythm.</p>	<p>To use some of the riffs they have previously learnt during their challenges into their improvisations.</p> <p>To carefully consider the notes they use and how they use their voice during improvisation (e.g. using two notes confidently is better than using 5).</p> <p>To know some well-known improvising musicians.</p>	<p>To use the riffs and licks they have previously learnt during their challenges into their improvisations.</p> <p>To explain why they have chosen the notes and how they have used their voice.</p>
Composition	<p>Using symbols to create a simple melody.</p> <p>Understand how the notes on the composition can be changed if necessary.</p> <p>To share and perform their compositions.</p>	<p>To compose using the 4 notes taught.</p> <p>To understand that music created by you can be kept in some form. To know and use different ways of recording compositions (letter names, symbols, audio etc).</p> <p>To use their own choice of musical instruments to tell a story or in response to a picture.</p> <p>To create a melody that has a beginning, middle and end.</p> <p>To perform and share music to an audience.</p>	<p>To create simple melodies of up to 5 different notes that musically with the style of the song.</p> <p>To record the composition in any way appropriate that recognises the connection between the sound and symbol (e.g. pictorial notation).</p> <p>To listen and reflect upon the developing composition and make musical decisions about the inter-related dimensions included.</p> <p>To talk about how their composition was created.</p> <p>To plan, perform and record a composition. To evaluate their performance.</p>	<p>To create melodies and rhythms that work musically with the style of the song.</p> <p>To record their composition using musical notation.</p> <p>To recognise and explain they key note (home note) and the structure of the melody they have created.</p> <p>To continue to develop a composition by making musical decisions and to consider how the melody connects to the song.</p> <p>To explain the process of how their composition was created.</p> <p>To plan, perform and record a composition. To evaluate theirs and others' performance.</p>

Music Genres	Traditional Nursery Rhymes Old School Hip-Hop Blues, Baroque, Latin, Bhangra, Folk & Funk	Afropop, South African Rock R&B Reggae	Pop Gospel Bossa Nova & Swing Motown	Pop / Neo Soul Pop / 70s Ballad Classical Music
Composer and Musicians	Joanna Mangona De La Soul Will Smith The Sugarhill Gang MC Hammer Run DMC B.B. King Handel Ricky Martin J.R. Rahman Ronan Hardimna Tower of Power	Joanna Mangona Miriam Makeba Soweto Gospel Choir Hugh Masekela Paul Simon Arthur Mafokate Queen Deep Purple Status Quo Chuck Berry The Beatles Kenneth Alford Marvin Gaye Barry White Bob Marley Ziggy Marley Toots and The Maytals Pluto Shervington Amy Winehouse	ABBA Walter Williams Beyonce Mary May Elvis Presley Beethoven ACM Gospel Choir Stan Getz Ben Webster Woody Herman De La Soul Fugees Sugarhill Gang M C Hammer	The Carpenters Bobby Mc-Ferin Katrina and The Waves Frank Sinatra Brendan Reilly Little Eva The Chiffons The Drifters Carole King Classical Composers (e.g. Beethoven, Mozart, Tchaikovsky)

History of music.		<p>To know when African-American music began (1980s after disco)</p> <p>History of R&B, musical theatre and marching music.</p> <p>To know when Reggae music started (1960s) and that it originated in Jamaica.</p>	<p>To have an understanding of the history of the music genres they learn about (Jazz, Motown, pop and Gospel) to know how and when they originated and how they have developed over time.</p> <p>To begin to understand the chronology of the musical styles (timeline).</p>	<p>To have an understanding of the history of the music genres they learn about (pop/neo soul and 70s Ballad/pop) to know how and when they originated and how they have developed over time.</p> <p>To know about the history of classical music and key composers.</p> <p>To have a greater understanding of the chronology of the musical styles – to name these and place them on a timeline.</p>
Inter-related Dimensions of Music	pulse, rhythm, pitch, tempo	pulse, rhythm, pitch, tempo dynamics,	pitch, tempo, dynamics, texture, rhythm, timbre, texture, structure	pitch, tempo, dynamics, texture, rhythm, timbre, texture, structure
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, decks, perform, groove, Blues, Baroque, Latin, Irish Folk, Funk, Old School Hip-Hop & Bhangra	Keyboard, drums, bass, electric guitars, rock saxophone, trumpet, synthesizer, organ, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo introduction, verse, chorus, hook, crotchet, minim, dotted minim, semibreve, beats, Reggae, Afropop, South African, Rock, R&B	Keyboard, electric guitar, bass, piano, bass, organ, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, structure, compose / composition, improvise, hook, riff, melody, backing vocal, solo, pentatonic scale, unison, by ear, notation, crotchet, minim, dotted minim, semibreve, quavers, rests. appraising, Swing, Bossa Nova, Motown, Gospel, Jazz, pop, syncopation, tune/head, note values, note names, Big bands, Soul, groove, bass line, backbeat, brass section, harmony.	Vocabulary: style indicators, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, hook, riff, solo, melody, harmony. Pop / Neo Soul, Ballad, Classical music