

Curriculum Progression

Music



EYFS

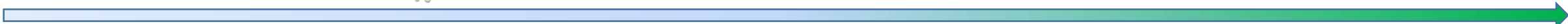
- Join in, sing and remember a variety of nursery rhymes and songs
- Copy a simple rhythm, listening carefully
- Explore sounds of different musical instruments
- Recognise and make loud and quiet, high and low sounds
- Recognise how music makes us feel

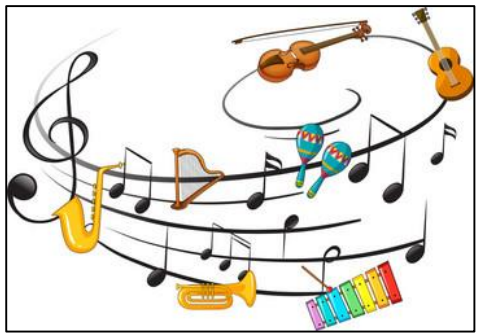
Key Stage 1

- know how to change sounds on a variety of instruments
- identify long and short sounds in music
- recognise different instruments and group them into families
- practise playing a range of instruments with confidence
- identify the beat in different pieces of music, including changing pace
- respond appropriately to musical instructions
- use voice confidently in different ways
- understand how to compose and annotate music
- create and choose sounds in response to given starting points
- tap out rhythm using symbols to notate
- choose instruments to represent images e.g. light and dark
- create a musical soundtrack for a purpose
- select and order sounds within simple musical structures

Lower Key Stage 2

- play and perform, using my voice and playing the glockenspiel, with increasing accuracy, fluency, control and expression.
- listen with attention to detail and recall sounds with increasing aural memory.
- perform and create a sequence of animal movements, hand actions and mimes to represent animals and their movements, and use as narration.
- listen, appreciate and understand music from different traditions, including animals Hasthas - a traditional Indian hand movement.
- compose music to represent different animal movements.
- sing the chronological order of the Kings and Queens of England, with a degree of confidence.
- use musical sounds creatively by changing, organising and controlling them in composition.
- use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.





Curriculum Progression

Music (*continued*)



Key Stage 1

- represent sounds with symbols
- play musical instruments with expression and control, listening and observing carefully
- compose lyrics for a simple song
- sing in tune with expression and control
- recall and perform (accompany) simple songs, sequences and rhythmic patterns
- produce sound effects when re-telling a story
- combine sounds using inter-related musical dimensions e.g. tempo, pitch
- improvise repeated patterns
- compose and perform simple accompaniments recognising different musical elements, including tempo, pitch, long and short
- explore sounds using symbols and ICT
- recognise and explore different combinations of pitch sounds
- compose actions and sounds that can be used to represent symbols
- recognise and explore how sounds can be organised

Lower Key Stage 2

- draw a treble clef at the correct position on a staff
- read the musical staff and am beginning to work out the notes, EGBDF and FACE.
- recognise and discuss different Tudor instruments.
- create, record and perform a Tudor Fanfare

