

Music Knowledge Progression

EAD: Music		2-3 Year Old	3-4 Year Old	
Sing Up: EYFS Projects (Year A: 2024-2025)		<ul style="list-style-type: none"> • Show attention to sounds and music. • Move and dance to music. • Explore voices and enjoy making sounds. • Make rhythmical and repetitive sounds. • Enjoy and take part in action songs. 	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Remember and sing entire songs. • Sing the melodic shape of familiar songs. • Create own songs or improvise a song around a known one. • Play instruments with increasing control. 	
Term:				
Autumn 24	Let's Be Friends	<p>I can use my voice for whispering, speaking, singing and shouting.</p> <p>I can explore how to make sounds using body percussion and percussion instruments.</p> <p>I am beginning to name a few familiar instruments – e.g. drum, keyboard, guitar.</p>	<p>I can sing in a small group.</p> <p>I can copy and join in with a simple beat on a musical instrument.</p> <p>I respond when I listen to music.</p>	
	Travel & Movement			
Spring 25	This is Me!		<p>I can sing a whole familiar song or nursery rhyme.</p> <p>I can sing in a group and keep time.</p> <p>I can play an instrument in time with a simple piece of music.</p> <p>I can create suitable sound effects.</p> <p>I can talk about how music makes me feel.</p> <p>I can listen to music with changes in tempo, pitch and dynamics.</p>	
	Animal Tea Party			
Summer 25	I've Got Feelings			<p>I can experiment with changing my voice with different tempo, pitch and dynamics.</p> <p>I can join in with songs with different tempo, pitch and dynamics.</p> <p>I can experiment with playing percussion and body instruments with different tempo, pitch and dynamics.</p> <p>I can play a simple composition by following a sequence of simple symbols, pictures or patterns.</p> <p>I can respond to changes in the dimension of music.</p> <p>I can talk about emotions in music.</p>
	Let's Jam!			

Cycle A (24-25) B (23-24)	Reception	Year 1 (Cycle A)	Year 2 (Cycle B)
Autumn	<p align="center">Cycle A (24-25) B (23-24)</p>	<p align="center">Cycle A; The Menu Song / Colonel Hathi's March / Christmas Performance Songs</p>	<p align="center">Cycle B: Tony Chestnut / Carnival of the Animals / Christmas Performance Songs</p>
	<p>Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Make up a simple accompaniment using percussion instruments. Sing with a sense of pitch following the shape of the melody with voices. Mark the beat of the song with actions. Use the voice to adopt different roles and characters. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms: louder/quieter, faster/slower, higher/lower</p>	<p>Sing a cumulative song from memory remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Listen and move in time to the song. Respond to musical characteristics through movement.</p>	<p>Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Select instruments and compose music to reflect on animals' character. Create, interpret and perform simple graphic scores. Play the melody on a tuned percussion instrument. Sing with good diction. Create, interpret and perform simple graphic scores. Recognise and play echoing games by ear. Recognise and respond to changes in speed (tempo) length of notes (duration) and high/low (pitch) using vocabulary and/or movement. Recognise how graphic symbols can represent sound.</p>
Spring	<p align="center">Cycle A (24-25) B (23-24)</p>	<p align="center">Cycle A: Football / Who Stole My Chickens and My Hens?</p>	<p align="center">Cycle B: Grandma Rap! / Swing Along with Shostakovich</p>
	<p>Explore the range and capabilities of voices through vocal play. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibeasts. Develop a sense of beat by performing actions to music. Sing an action song with changes in speed. Play along with percussion instruments. Sing a call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Enjoy moving freely and expressively to music. Listen to music and show the beat with actions.</p>	<p>Chant together rhythmically marking rests accurately. Play a simple ostinato on untuned percussion. Sing and echo song while tapping the beat understanding there is one beat for each syllable. Sing familiar songs in low and high voices recognising higher and lower. Play a partner clapping game while singing a song. Recognise the difference between a pattern with notes (pitched) and without (unpitched) Listen to and copy short rhythm patterns by ear. Mark rests in songs with actions, voices and instruments.</p>	<p>Create action patterns in 2 and 3 time. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Chant and play rhythms using the durations of 'walk' (crotchet) 'jog' (quavers) and 'shh' (rest) Learn a clapping game. Listen actively and mark the beat by tapping, clapping and swinging to the music. Move freely and creatively to music using a prop.</p>
Summer	<p align="center">Cycle A (24-25) B (23-24)</p>	<p align="center">Cycle A: Nautilus / Cat and Mouse / Come Dance With Me</p>	<p align="center">Cycle B: The Rockpool Rock / Tanczmy labada</p>
	<p>Develop a song by adding new words and adding movement and props. Improvise music with different instruments following a conductor. Compose music based on characters and stories developed through listening. Invent and perform actions for new verses. Compose a 3-beat body percussion pattern and perform it to a steady beat. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. Play different instruments with control. Explore dynamics with voices and instruments. Transfer actions to sounds played on percussion instruments. Sing a song while performing several dance steps. Find the beat and perform a clapping game with a partner.</p>	<p>Create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notation. Create musical phrases from new work rhythms that children invent. Perform actions to music reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Sing either part of a call-and-response song. Play the response sections on tuned percussion. Echo sing a line independently with teacher leading, then move onto pair singing in echo format. Respond to musical signals and themes using movement matched to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work in response to a piece of music. Listen to and copy rhythm patterns. Copy call-and-response patterns with voices and instruments.</p>	<p>Sing different styles confidently. Play an introduction on tuned percussion. Demonstrate an internalised sense of pulse through singing games. Listen actively and learn about different genres. Listen and match the beat of others and recorded music. Listen to traditional and composed music from other cultures. Begin to understand how music helps people share tradition and culture.</p>

Cycle A (24-25) B (23-24)	Year 3 (Cycle A)	Year 4 (Cycle B)	Year 5 (Cycle A)	Year 6 (Cycle B)
Autumn	<p>I've Been to Harlem</p> <p>Compose a pentatonic ostinato. Create rhythm patterns using the durations crotchet, rest, pair of quavers. Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Perform crotchet and quaver actions on the beat and adopt these actions when the speed of the music changes. Listen and identify where notes in the melody of the song go down and up.</p>	<p>This Little Light of Mine</p> <p>Improvise with the voice on the notes D-E-F-G-A Identify, play and combine rhythms to make a sequence using crotchets, quavers and rests. Sing a stepping melody accurately and with clear articulation and diction. Listen and move in time to songs. Move to music marking the pulse with action durations</p>	<p>What Shall We Do With A Drunken Sailor?</p> <p>Improvise and compose 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Sing a sea shanty expressively with accurate pitch and a strong beat. Sing in unison while playing and instrumental beat (untuned) Keep the beat playing a 'cup' game. Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Talk about music using appropriate music vocabulary. Understand techniques for creating a song.</p>	<p>Hey Mr Miller!</p> <p>Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings. Explore the influences on an artist by comparing pieces of music from different genres. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p>
	Spring	<p>Nutcracker / From a Railway Carriage</p> <p>Compose a 4-beat rhythm pattern to play during instrumental sections. Sing a call-and-response song with an invented drone accompaniment. Sing the syncopated rhythms in 'Latin Dance' and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the voices. Develop active listening skills by responding to musical themes through movement. Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.</p>	<p>The Doot Doot Song</p> <p>Invent a melody. Sing rhythms lightly and accurately. Play repeating rhythmic patterns. Count musically. Listen and appraise recognising and talking about the musical characteristics of a piece of music.</p>	<p>Madina Tun Nabi</p> <p>Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove. Compose and perform drum patterns, basslines and riffs on a variety of instruments as part of a group. Engage the imagination, work creatively in movement in small groups learning to share and develop ideas. Sing a song in two parts with expression and an understanding of its origins. Sing a round. Listen and copy back simple rhythmic and melodic patterns. Listen and match vocal and instrumental sounds to each other and to notation.</p>
Summer		<p>Fly With The Stars</p> <p>Invent simple patterns using rhythms and notes C-D-E Compose music structuring short ideas into a bigger piece. Notate, read, follow and create a 'score' Perform call-and-response rhythms vocally then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group, Sing solo or in a pair in call-and-response style. Move in time with the beat of the music. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for songs.</p>	<p>Global Pentatonics</p> <p>Compose a pentatonic melody. Create ostinatos. Sing with expression and a sense of the style of the music. Sing a part in a partner song from memory. Play an instrumental part as part of a whole-class performance. Compare music extracts and understand the pentatonic scale features in lots of music, traditions and cultures. Identify similarities and differences between pieces of music.</p>	<p>End of Year Performance</p> <p>Compose a gentle melody inspired by lullabies in $\frac{3}{4}$ time using a pentatonic scale. Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. Sing a lullaby accurately and with expression. Plan an accompaniment using tuned percussion. Sing in a 4-part round. Show an understanding of why people sing lullabies. Understand the difference between $\frac{3}{4}$ and $\frac{4}{4}$ time signatures.</p>