Music Key Concepts Progression

| **Exploring Sounds** |
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| EYFS | KS1 | LKS2 | UKS2  |
| **Letters and Sounds Phase One**:*General Sound Discrimination**Environmental** Raising children's awareness of tuning into sounds around them and to develop their listening skills. Listening walks/ comparing sounds/ sound lotto/ making music shakers

*General Sound Discrimination**Instrumental** Developing awareness of sounds made by various instruments and noise makers.
* Comparing instrument sounds/loud and quiet sounds
 | * Creating and responding to vocal sounds.
* Exploring how to change sounds on instruments
* Creating vocal and body percussion sounds
* Explore and control dynamics, duration and timbre with instruments.
* Explore voices to create descriptive musical effects.
* Listen in detail to a piece of music, identifying instruments.
* Explore different sound sources and materials.
* Explore timbre and texture to understand how sounds can be descriptive.
* Match descriptive sounds to images
* Identify ways of producing sounds
* Combine sounds to create a musical effect.
 | * Select descriptive sounds to accompany a poem
* Choose different timbres to make an accompaniment
* Use beatbox techniques to imitate the sound of a drum kit.
* Identify different instrument groups
* Listen to and learn about renaissance instruments
* Learn how sounds are produced and how instruments are classified
* Copy and create a wide range of vocal sounds to incorporate into a song.
 | * Learn about and explore techniques used in movie soundtracks
* Control short, loud sounds on a variety of instruments
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| **Composing** |
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| EYFS | KS1 | LKS2 | UKS2  |
| **Development Matters, 2021***3& 4 year olds will be learning to*Using instruments to create a desired effect | * Create a soundscape using instruments
* Play percussion instruments at different tempi
* Create a picture in sound
* Use instruments to create descriptive sounds
* Use voices to create descriptive sounds
* Perform and create simple three and four beat rhythms using a simple score
* Create play and combine simple word rhythms
 | * Explore layers and layering using a graphic score
* Improvise descriptive music
* Combine body percussion as a song accompaniment
* Improvise melodies with a given set of 5 notes
* Compose a fanfare
* Improvise to an ostinato accompaniment
* Create and perform from a simple score
 | * Use the musical dimensions to create and perform music
* Evaluate and refine compositions
* Create sounds for a movie
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| **Performing** |
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| EYFS | KS1 | LKS2 | UKS2  |
| **Development Matters, 2021***3& 4 year olds will be learning to** Remember and sing entire songs.
* Create their own songs or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.

*Children in Reception will be able to:** 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.
 | * Respond to music through movement
* Control vocal dynamics , duration and timbre
* Accompany a song with vocal , body percussion and instrument ostinati
* Prepare and improve a performance using movement, voice and percussion.
* Use instruments expressively in response to stimuli
* Chant and sing in two parts while playing a steady beat
* Combine voices and movement to perform a chant and a song
 | * Sing in two-part harmony.
* Accompany a song with a melodic ostinato on tuned percussion.
* Sing a song with three simple independent parts
* Learn to sing partner songs
* Combine singing, playing and dancing in a performance.
* Perform rhythmic ostinati
 | * Sing and play percussion in a group piece with changes in tempo and dynamics
* Perform music together in synchronisation
* Convey lyrical meaning through expressive singing in a part song with echoes.
* Demonstrate planning, directing and rehearsal skill through allocated roles such as technicians and researchers.
* Develop, rehearse and perform a mini-musical
* Sing a song in unison and three part harmony
* Rehearse, improve and analyse an ensemble performance with attention to balance and staying in time.
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| **Beat** |
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| EYFS | KS1 | LKS2 | UKS2  |
| **Letters and Sounds Phase One***Rhythm and Rhyme** Recognising rhythms and rhymes.Rhyming stories/ rhyming bingo/ clapping out syllables.
 | * Listen to a steady beat and respond with movement
* Listen to and repeat back rhythmic patterns on instruments and body percussion.
* Recognise and respond to changes in tempo in music
* Identify and keep a steady beat using instruments
* Play and control changes in tempo
* Invent and perform new rhythms to a steady beat
* Identify a repeated rhythm pattern
 | * Identify the metre of a song
* Understand syncopation and clap improvised off-beat rhythms.
 | * Identify changes in tempo and their effect
* Demonstrate understanding of beat and syncopation through singing and body percussion
* Develop ensemble playing , focusing on steady beats and placing notes accurately together
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| **Development Matters 2021***Children in Reception will be learning to:*Listen attentively, move to and talk about music, expressing their feelings and responses. |
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| **Pitch** |
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| EYFS | KS1 | LKS2 | UKS2  |
| **Development Matters 2021***3& 4 year olds will be learning to:** 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.
 | * Identify and respond to changes in pitch
* Perform changes in pitch using whole body movement and voice
* Understanding and performing pitch direction
* Reading simple pitch notation
* Playing pitch lines on tuned percussion
* Sing with expression, paying attention to the pitch shape of the melody
* Identify rising and falling pitch
 | * Understand and use pitch notations
* Reading pitch notation
 | * Learn to sing minor and major note patterns accurately
* Play and improvise using the whole tone scale
* Hear and understand features of the whole tone scale
* Demonstrate understanding of pitch through singing from simple staff notation
* Sing with attention to accuracy in rhythm, pitch and dynamics
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| **Structure** |
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| EYFS | KS1 | LKS2 | UKS2  |
| **Development Matters 2021***Children in Reception will be learning to:** Watch and talk about dance and performance art, expressing their feelings and responses.
 | * Identify a sequence of sounds in a piece of music
* Identify metre by recognising it’s pattern
* Understand musical structure by listening and responding through movement
* Explore different ways to organise music
 | * Compare and contrast the structure of pieces of music
* Identify key features of music.
* Describe the structure of an orchestral piece of music
* Analyse and compare music from different traditions
 | * Demonstrate an understanding of the effect of music
* Develop techniques of performing rap using texture and rhythm
* Devise, combine and structure rhythms through dance
* Explore and analyse a song arrangement and its structure
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| **Notation** |
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| EYFS | KS1 | LKS2 | UKS2  |
| **Development Matters 2021***Children in Reception will be learning to:** Spell words by identifying the sounds and then writing the sound with letter/s.
 | * Understand pitch through singing, movement and note names.
 | * Read simple rhythm notation
* Match short rhythmic phrases with rhythm notation
* Play and sing repeated patterns from staff notation.
* Compose and notate pentatonic melodies on a graphic score
* Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notation
* Recognise rhythm patterns in staff notation
* Identify metre in a piece of music
 | * Interpret graphic notation on various sound makers understanding their qualities and capabilities
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