

## Holmesdale Infant School

Knowledge and Skills Progression Map: Subject area: Music Key Skills: Children should

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music



Music Skill	EYFS	Year 1	Year 2
Musicianship Understanding music	<p>Find the pulse of a simple nursery rhyme or song.</p> <p>Find different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, then phrases.</p> <p>Finding different ways to keep the pulse.</p> <p>Explore high and low using voices and sounds of characters in songs. Listen to high- and low-pitched sounds on a glockenspiel.</p> <p>Create own sounds – invent a pattern using one pitched note.</p> <p>Keep the pulse with one pitched note.</p>	<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups.</p>	<p>Use body percussion, instruments and voices. Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups.</p> <p>Sing short phrases independently.</p>

Listening and appraising	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music</p>	<p>Mark the beat of a listening piece) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen.</p> <p>Move and dance with the music confidently. Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, e.g. call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>
Singing	Learn rhymes and songs.	Sing, rap, rhyme, chant and use spoken word.	Sing songs from memory and/or from notation.

	<p>Sing in a group or on own, increasingly matching the pitch and following the melody.</p> <p>Sing along with a pre-recorded song and add actions.</p> <p>Sing along with a backing track.</p>	<p>Sing songs from memory.</p> <p>Sing in unison.</p>	<p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing</p>
Playing instruments	<p>Explore and engage in music making.</p>	<p>Rehearse and learn to accompany a piece of music with untuned instruments.</p> <p>Play a simple melodic instrumental part using tuned instruments.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation</p>
Notation		<p>Follow patterns, signs and symbols which represent musical sounds.</p> <p>Explore ways of representing high, low, short and long signs using symbols.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p>
Improvising		<p>Explore improvisation with untuned and tuned</p>	<p>Explore improvisation with untuned and tuned instruments. Improvise simple</p>

		<p>instruments. Improvise simple vocal patterns.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p>	<p>'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>
Composing		<p>Create musical sound effects and short sequences of sounds in response to music.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols.</p>	<p>Create musical sound effects and short sequences of sounds in response to music.</p> <p>Begin to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create and perform rhythm patterns with stick notation, including crotchets, quavers and minims.</p>
Performing	<p>Perform songs and rhymes, with others or on own and try to move in time with the music.</p>	<p>Enjoy and have fun performing. Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>