



Boyne Hill Infant and Nursery School – Knowledge & Skills Progression Overview

Music

Purpose: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.

Intent: At Boyne Hill, we intend to build a Music curriculum that brings together and promotes individual skills and talents, feelings and emotions and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, linking home, school and the wider world. In an age appropriate way, we intend our pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; to learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence; to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Early Years Foundation Stage Links the EYFS Framework

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to play with a wide range of media and materials. The quality and variety of what the children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3-4 Years (FS1 Nursery) Development Matters 2021	EAD	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 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.
4-5 Years (FS2 Reception) Development Matters 2021	EAD	Listen attentively, move to and talk about music, 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.
Early Learning Goal (ELG)	EAD	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.

Key Stage 1 National Curriculum Statutory requirements

- 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.

Use of voice expressively and creatively

FS1	FS2	Year 1	Year 2
Join in with singing favourite songs and chants.	Begin to build a repertoire of songs and dances.	Explore the use of the voice in different ways such as speaking, singing and chanting.	Sing with a sense of the shape of a melody.
Reproduce songs in individual ways.	Sing to self and make up simple songs.	Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different levels.	Represent sounds with symbols.
Sing to and with toys, props and resources.	Merge elements of familiar songs with improvised singing.	Find out how to sing with expression, confidence and creativity to an audience.	Improvise in making sounds with the voice.
Discover how to use the voice to make loud and soft sounds.	Create sounds in vocal sound games.		Perform songs using creativity and expression and create dramatic effect.

End of Key Stage 1 Expectations:

1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments

FS1	FS2	Year 1	Year 2
Explore the different sounds instruments make.	Make up rhythms.	Repeat and investigate simple beats and rhythms.	Perform simple patterns and accompaniments, keeping to a steady pulse.
	Play untuned percussion 'in time' with a piece of music.	Learn to play sounds linking with symbols.	Recognise and explore how sounds can be organised.
		Follow instructions on how and when to play an instrument.	Respond to starting points that have been given.
		Begin to develop the skills of holding and playing a tuned instrument with care (an ocarina).	Understand how to control playing a musical instrument so that they sound as they should.
		Maintain the pulse (play on the beat) using hands and tuned and untuned instruments.	Understand how to hold and blow an ocarina, developing control to effectively play tunes using D, E, F#, G and A.
			Perform expressively using dynamics and timbre to alter sounds as appropriate.

End of Key Stage 1 Expectations:

1. Play tuned and untuned instruments musically.

Listen with concentration and understanding			
FS1	FS2	Year 1	Year 2
Show an interest in the way musical instruments sound.	Can identify and match an instrumental sound.	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc).	Notice how music can be used to create different moods and effects and to communicate ideas.
Move in response to rhythms heard played on instruments.	Match music to pictures/visual resources.	Reflect on music and say how it makes people feel, act and move.	Listen and understand how to improve own composition.
Describe music as scary or happy.	Describe the sound of instruments, e.g. scratchy, soft.	Respond to different composers and discuss different genres of music.	Sort composers in to different genres and instruments in to different types.
Can identify specific sounds in the environment.	Respond to music through movement		
End of Key Stage 1 Expectations:			
1. Listen with concentration and understanding to a range of high-quality live and recorded music			
Experiment with, create, select and combine sounds			
FS1	FS2	Year 1	Year 2
Create own patterns in music making.	Explore and learn how sounds can be changed.	Create a sequence of long and short sounds with help including clapping longer rhythms.	Choose carefully and order sounds in a beginning, middle and end.
Experiment with ways of playing instruments such as banging, shaking, tapping or blowing.	Tap out simple repeated rhythms.	Investigate making sounds that are very different (loud and quiet, high and low).	Use sounds to achieve an effect (including use of IT).
	Create music based on a theme.	Explore own ideas and change as desired.	Create short musical patterns.
	Play instruments (including imaginary ones such as air guitar) to match the structure of the music.	Create a simple graphic score to represent a composition.	Investigate long and short sounds.
	Keep a steady beat whilst playing instruments.		Explore changes in pitch to communicate an idea.
	Create rhythms using instruments and body percussion.		Use letter name and graphic notation to represent the details of own composition.
	May play along to the beat of the song they are singing or music being listened to.		Begin to suggest improvements to own work.
End of Key Stage 1 Expectations:			
1. Experiment with, create, select and combine sounds using the inter-related dimensions of music.			