



Purpose of study

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. **(National Curriculum in England: Music programmes of Study updated March 2021)**

The **Model Music Curriculum (Non Statutory Guidance DfE March 2021)** states that: “Singing is at the heart of KS1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence.” “Pupils will internalise key skills and techniques through a range of activities, including call and response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and will also start to learn some simple compositional techniques and structures to prepare for KS2 and KS3. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be ‘doing music’ as much as possible, including performing their compositions and improvisations.”

The new **National Plan for Music Education (NPME): “The Power of Music to Change Lives” (June 2022)** states its vision is to “enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally”.

The 3 goals of the NPME are:

All children and young people receive a high quality music education in the early years and in schools [NB EYFS is to offer a strong grounding in music up to age 5].

All music educators work in partnership, with children and young people’s needs and interests at their heart

All children and young people with musical interests and talents have the opportunity to progress, including professionally.

Musical Development Matters in the Early Years is a non statutory guidance document published by The British Association for Early Childhood Education, the purpose of which is to support practitioners, teachers and parents/carers to see the musical attributes of young children and to offer ideas as to how they can support and nurture children’s musical



development by offering broad musical experiences. Aspects of musical learning and development that are included in this progression of skills document are: Hearing and Listening; Vocalising and Singing; Moving and Dancing; Exploring and Playing.

Aims

The **New National Plan for Music Education** “The Power of Music to Change Lives” (2022) has as its first goal: All children and young people receive a high quality music education in the early years and in schools [NB EYFS is to offer a strong grounding in music up to age 5].

Early Years musical skills which provide a grounding in music and are progressed in KS1 are:

Hearing and listening

	<ul style="list-style-type: none"> • Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” • Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” • Associates genres of music with characters and stories. • Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.
40-60+ months	


Vocalising and singing


	<ul style="list-style-type: none"> • Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. • Sings entire songs. • May enjoy performing, solo and or in groups. • Internalises music, eg sings songs inside his or her head.
40-60+ months	



Moving and dancing

Exploring and playing

 <p>40-60+ months</p>	<ul style="list-style-type: none"> • Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. • Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups.
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 <p>40-60+ months</p>	<ul style="list-style-type: none"> • Creates music based on a theme eg creates the sounds of the seaside. • Finds and records sounds using recording devices. • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, eg tapping the syllables of names/objects/animals/lyrics of a song. • Creates rhythms using instruments and body percussion. • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.
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The **National Curriculum** for music aims to ensure that all pupils:

- 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
- 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
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Key stage 1

Pupils should be taught to:

- 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 interrelated dimensions of music

Yellow highlights knowledge and skills that will be monitored on Target Tracker (KS1) and link to the Model Music Curriculum and National Curriculum.

Progression of skills	Year 1	End of Yr 1 expectations (national curriculum links)	Year 2	End of KS1 expectations (national curriculum links)
Exploring Sounds	<ul style="list-style-type: none"> • Creating and responding to vocal sounds and body percussion • Exploring how to change sounds • Exploring descriptive sounds • Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments • Improvising descriptive music • Identifying a sequence of sounds (structure) in a piece of music • Responding to music through movement • Exploring different sound sources and materials 	<ul style="list-style-type: none"> • Pupils learn to use their voices and learn to sing (Singing) • Pupils create music on their own and with others (Composing) • Pupils play untuned percussion • Pupils explore beat/pulse, rhythm, pitch, dynamics, duration (Musicianship) • Pupils listen to, review, and evaluate music, including the works of the great composers 	<ul style="list-style-type: none"> • Creating and responding to vocal sounds and body percussion • Developing the use of vocal sounds to express feelings • Exploring expression in a conversation without words • Notating pitch shape and duration using simple line graphics • Understanding how mood can be expressed using the voice • Understanding the structure of call and response songs • Exploring timbre and texture to understand how sounds can be descriptive • Matching descriptive sounds to images 	<ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking rhymes and chants (Singing) • Pupils create music on their own and with others • Pupils play tuned and untuned instruments musically (Musicianship) • Pupils explore pitch, duration, timbre, texture and structure and appropriate forms of notation • Pupils listen to, review, and evaluate music across a range of styles, including the works of the great composers



	<ul style="list-style-type: none">• Creating two contrasting textures• Interpreting sounds and exploring instruments• Creating a soundscape as part of a song performance• Understanding how music can tell a story• Performing with concentration• Playing fast, slow, loud, and quiet• Creating music that matches an event in a story• Rehearsing and performing with others• Learning and singing new songs and chants		<ul style="list-style-type: none">• Identifying ways of producing sounds• Listening to and evaluating composition• Rehearsing and refining to develop a performance• Combining sounds to create a musical effect• Understanding how music, dance, and drama can combine in storytelling• Exploring voices to create descriptive musical effects• Creating and matching descriptive sounds made with the voice• Performing to an audience• Performing a rhythmic chant and playing an independent rhythm pattern to accompany it• Listening in detail to a piece of orchestral music• Performing an updated version of a traditional nursery rhyme with a rap section included• Accompanying a song with three different repeated word patterns• Composing music to illustrate a story	<ul style="list-style-type: none">• Pupils experiment with, create, select, and combine sounds
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<p>Exploring Pitch</p>	<ul style="list-style-type: none"> • Understanding pitch, and making high and low vocal sounds • Understanding pitch by singing a song with contrasting high and low melodies • Identifying and playing high and low pitches in music • Exploring and developing an understanding of pitch using the voice and body movements • Recognising and performing pitch changes and contrasts • Identifying changes in pitch and responding to them with movement • Contrasting changes in pitch with changes in dynamics (volume) • Relating pitch changes to graphic symbols and performing pitch changes vocally • Listening and responding to a falling pitch signal 	<ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music across a range of genres and traditions, including the works of the great composers (Listening) • Pupils learn to use their voices and to sing with others • Pupils create music with others • Pupils explore pitch, structure, tempo and dynamics • Pupils play untuned instruments musically (Musicianship) 	<ul style="list-style-type: none"> • Listening to a steady beat and responding in movement • Identifying and responding to changes in pitch, upwards and downwards • Performing changes in pitch using whole body movement and voice • Understanding and performing upwards and downwards pitch direction • Reading pitch line notation • Playing pitch lines on tuned percussion • Combining pitch change with changes in other elements/dimensions • Singing with expression, paying attention to the pitch shape of the melody • Using sign language in a song • Accompanying a song with vocal and instrumental ostinati • Identifying rising and falling pitch • Performing a rising pitch sequence in a song 	<ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the works of the great Composers • Pupils explore beat/pulse, rhythm, pitch, structure, tempo, timbre, dynamics, duration, and appropriate musical notations (Musicianship) • Pupils learn to sing and to use their voices expressively • Pupils play tuned instruments musically • Pupils learn to play a musical instrument • Pupils understand and explore how music is communicated • Pupils experiment with, create, select, and combine sounds • Pupils play tuned and untuned instruments musically • Pupils create and compose music (Composing)
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	<ul style="list-style-type: none"> • Distinguishing between pitched and unpitched percussion sounds • Listening in detail to a piece of orchestral music • Creating a picture in sound • Understanding musical structure by listening and responding • Performing a simple repeated pattern 		<ul style="list-style-type: none"> • Listening and responding to pitch changes with movements • Understanding pitch through singing, movement, and note names • Performing a melody • Understanding melody through songs, movement, and performing pitch shapes on tuned instruments • Exploring and developing an understanding of pitch • Using musical scales, high notes and low notes in a composition 	
<p>Exploring Beat</p>	<ul style="list-style-type: none"> • Recognising and developing a sense of steady beat through the use of voices and body percussion • Identifying and performing changes in tempo • Learning to play percussion with control • Keeping a steady beat and using dynamics to vary the musical effect 	<ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the works of the great composers and music from different traditions <ul style="list-style-type: none"> • Pupils explore beat/pulse, rhythm, timbre, tempo, duration, structure, and appropriate forms of notation • Pupils learn to sing. 	<ul style="list-style-type: none"> • Keeping a steady beat at different speeds (tempi) • Marking beats within a four-beat metre • Developing a sense of steady beat through chant, actions, and instruments • Performing a steady beat • Changing tempo • Responding to images • Recognising and responding to steady beats, including at different tempi 	<ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music across a range of styles, genres and historical periods including the works of the great composers (Listening) <ul style="list-style-type: none"> • Pupils explore tempo, dynamics, timbre, structure and duration and appropriate musical notations.



	<ul style="list-style-type: none">• Identifying and keeping a steady beat using movement, body percussion and instruments• Recognising and responding to changes in tempo in music• Sequencing sounds• Playing to a steady beat• Playing at different speeds (tempi)• Controlling changes in speed (tempi)• Counting and performing a steady beat in patterns of two, three, and four beats (metre)• Exploring different ways to emphasise the first beat in a repeating pattern or metre• Identifying metre by recognising its pattern• Exploring different ways to emphasise beats to form a group (metre)• Exploring sounds on instruments and finding different ways to vary their sound	<ul style="list-style-type: none">• Pupils understand and explore how music is created• Pupils create music on their own and with others• Pupils play untuned instruments musically	<ul style="list-style-type: none">• Recognising and playing rhythmic patterns• Recognising and responding to a rhythm ostinato pattern• Playing steady beats at different tempi on body percussion and instruments• Singing in two parts and combining steady beats• Performing rhythmic movement patterns to a steady beat• Performing rhythmic patterns on percussion• Performing a steady beat and simple rhythms using movement, percussion, and body percussion• Understanding and differentiating between beat and rhythm• Performing steady beat patterns, including in groups, to accompany a song• Playing different patterns of steady beat within four beats, and matching them to a simple score	<ul style="list-style-type: none">• Pupils use their voices expressively and creatively by speaking chants• Pupils learn to play a musical instrument• Pupils create music on their own and with others• Pupils understand and explore how music is created.
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	<ul style="list-style-type: none"> • Performing a steady beat at two different speeds (tempi) • Responding to change of mood in a piece of music with a slow and fast steady beat • Identifying a repeated rhythm pattern • Combining a rhythm pattern and a steady beat • Performing together with concentration • Performing rhythm patterns on body percussion to a steady beat • Inventing and performing new rhythms to a steady beat 		<ul style="list-style-type: none"> • Performing and creating simple rhythms using a simple score • Performing and creating simple three-beat rhythms using a simple score • Interpreting a score to perform different beat patterns • Performing beat patterns with voices and percussion • Exploring different ways to organise music 	
Performance	<ul style="list-style-type: none"> • Combining voices, movement, and instruments to perform a chant and a song • Keeping a steady beat, including on instruments • Creating word rhythms • Performing word rhythms with movement • Responding to music in movement 	<ul style="list-style-type: none"> • Pupils learn to sing and play a musical instrument • Pupils explore structure, tempo, and dynamics • Pupils create music with others • Pupils use their voices expressively by performing a chant 	<ul style="list-style-type: none"> • Exploring patterns of physical movement in a game song • Responding to a song with movement • Using simple musical vocabulary to describe music • Combining steady beat and rhythms to accompany a song 	<ul style="list-style-type: none"> • Pupils learn to sing and play a musical instrument • Pupils explore tempo, timbre, and appropriate musical notations • Pupils listen to, review, and evaluate music, including the works of the great composers



	<ul style="list-style-type: none"> Playing and combining simple word rhythms 		<ul style="list-style-type: none"> Listening and responding to contemporary orchestral music Playing an instrument game to practise steady beat at changing tempi Preparing and improving a performance using movement, voice, and percussion Using instruments expressively Understanding notation 	
Key vocabulary	beat, rhythm, tempo (fast/slow/faster/slower), dynamics (volume eg loud/quiet, louder/quieter), pitch (high/low, higher/lower, step, leap, slide, falling/rising), timbre (rustle, scrunch, tear, tap, rub), duration (long/short), texture (the layers of the music eg tempo, melody, harmony, rhythm, timbre)		solo, duet, pitch, duration, texture, score, call and response, rhythm, beat, tempo, metre, dynamics, drone, melody, ostinato (repeated rhythm), internalising and rhythm pattern, notation, accompaniment, timbre, structure, melody, ostinato, arrangement.	

Key National Curriculum areas KS1

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions
- Perform, listen to, review, and evaluate music, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument



- 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
- 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 music
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music

Target Tracker statements:

Model Music Curriculum area	Year 1 statements	Year 2 (end of KS1 statements)
Singing	Pupils learn to use their voices and learn to sing	Pupils use their voices expressively and creatively by singing songs and speaking rhymes and chants
Listening	Pupils listen to, review, and evaluate music across a range of genres and traditions, including the works of the great composers	Pupils listen to, review, and evaluate music across a range of styles, genres and historical periods including the works of the great composers
Composing	Pupils create music on their own and with others	Pupils create and compose music
Musicianship	Pupils explore beat/pulse, pitch, rhythm, dynamics, duration Pupils play untuned instruments musically	Pupils explore beat/pulse, rhythm, pitch, structure, tempo, timbre, dynamics, duration, and appropriate musical notations Pupils play tuned and untuned instruments musically



Hampton Infant School and Nursery

Music – Progression of Skills

