

Music Progression – Key Knowledge and Skills EYFS

Get Set 4 Music Scheme



Listening

Identify
musical
conventions
and inter-
related
dimensions

Skills: describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving.

Knowledge: know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently.

Skills: begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch.

Knowledge: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.

Recognise
Sound &
Instruments

Skills: begin to recognise classroom instruments. Listen to sound effects.

Knowledge: know that sound effects can be used to show what a piece of music is about. I

Skills: begin to recognise instruments aurally.

Knowledge: know that instruments can be played in different ways and this produces different sounds

Composing

Improvisation	Skills: explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low. Knowledge: know that different instruments make different sounds which can show different characters or situations.	Skills: improvise simple vocal chants and pitch and rhythm patterns. Knowledge: know that using dynamics, tempo and pitch can provide context when improvising.
Notation	Skills: introduced to symbols and images to order and convey sound. Knowledge: know that I can order images to create sounds.	Skills: begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch. Knowledge: know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch.
Creative Process	Skills: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus. Knowledge: understanding the words of a song will help me to decide on actions or sounds.	Skills: select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message. Knowledge: know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.
	Performing	
Technical Control	Skills: distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch. Knowledge: know that when singing I move my voice higher and lower.	Skills: sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants. Knowledge: know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.

Notation	Skills: begin to follow symbols and images. Knowledge: know that 'ta' is one sound and 'titi' is two sounds.	Skills: begin to relate images to sounds. Follow pictures and symbols to guide singing and playing. Knowledge: know that images and symbols on a score show me when to play and when to stop.
Ensemble Awareness	Skills: begin to start and stop together with others. Knowledge: know to watch and listen to others to start and stop together.	Skills: follow simple performance indications for start, stop, gradually change dynamics. Knowledge: know that different hand signals tell me when and how to play or sing.
Communication & Audience	Skills: explore sounds using instruments and voice, showing an awareness of tempo and dynamics. Knowledge: know how to play different instruments e.g. shake, scrape, hit, blow.	Skills: begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower. Knowledge: know to make eye contact with my group and the audience when performing.
Social	communication, listening, sharing, co-operation, taking turns, collaboration	
Emotional	confidence, independence, self-control, perseverance, understanding feelings	
Thinking	copy and repeat, creativity, comprehension, decision making, recall, apply knowledge	

	Cycle A		Cycle B	
	Autumn 1 Everyday Life (Unit 1)	Autumn 2 Around the World (Unit 1)	Autumn 1 All About Me! (Unit 1)	Autumn 2 Circus (Unit 2)
Key Skills for Unit	Composing: creating rhythms, create new verses and actions, play percussion, explore pitch, dynamics, tempo, sound effects Performing: copy and repeat rhythms, respond with movement Social: listening to others, sharing, taking turns, collaboration Emotional: confidence, independence, self-control Thinking: copy, create, provide feedback	Listening: describe instruments, describe dynamics and tempo, different genres, match sounds, respond with movement Composing: use changes in tempo, body percussion, percussion instruments, working with a partner Performing: copying rhythms, dynamics, tempo, playing percussion, singing call and response, adding actions to singing Social: communication, listening, sharing Emotional: confidence Thinking: copy and repeat, creativity, comprehension	Listening: identify instruments, explore how music makes you feel, respond with movement Composing: creating rhythms Performing: copy and repeat rhythms, sing, respond with movement, play percussion, explore pitch, dynamics and timbre Social: listening to others, sharing, taking turns, communication Emotional: confidence, independence Thinking: select and apply, provide feedback, create	Singing: adding actions, soloist, call and response, singing and playing Listening: identifying message, responding to changes in the music Composing: creating rhythms, improvising Performing: playing to the pulse, moving to the music, copying rhythms Social: sharing, respect, kindness, working safely Emotional: confidence, independence, determination Thinking: problem solving, creativity, recall, decision making, select and apply

Significant Composers	Traditional folk	Flamenco Dance Song – Spain: Flamenco Music of Andalusia – Ethnic Folkways Library, Folkways Records The Races – Jing Ying Soloists from the Album Like Waves Against the Sand Hava Nagila – From Traditional Jewish Music and Songs by The Jewish Starlight Orchestra Reve Gourmand from Fleur Du Jura: French Accordion Music Tropical Island, Go Itsy – Asheba’s music for kids, Caribbean Style La Bamba, Carnival Steel Band	Edward Elgar Mozart	Julius Fučík, Violeta Musica Para Circo
Vocabulary introduced/embedded	• action • beat • fast • high • instrument • loud • low • match • quiet • rhythm • sing • slow • sound • speed	• beat • count • fast • instrument • listen • loud • pulse • quiet • rhythm • slow • speed	• copy • high • instrument • low • note • pulse • rhythm • sing • slide • sound • speak • voice	• action • band • beat • fast • high • hit • instrument • loud • low • note • perform • pulse • quiet • rhythm

				• scrape • shake • slow • sound effect
I know that/how ...	• I can explore simple rhythm patterns and complete actions in time with words. • I can anticipate changes in the music I am singing and listening to and move appropriately. • I can sing with others and explore rhythm. • I can create my own rhythms using an instrument. • I can create a sequence of body and found sounds. • I can add appropriate sound effects to enhance a song.	• I can listen to music, describing instruments, dynamics and tempo. • I can keep a steady beat, exploring contrasts in dynamics and tempo. • I can perform to a steady pulse aware of changes in tempo. • I can copy and perform simple dance steps. • I can listen to the beat of the pulse and move in time to it. • I can copy simple rhythm patterns on an instrument.	• I can listen to music and respond with how the music makes me feel. • I can move to the music and play an instrument using a rhythm. • I can use my voice to speak and to sing and know how they are different. • I can use my singing voice to sing with others and begin to match pitch with movement. • I can keep a steady pulse and copy simple rhythms on an instrument. • I can explore instruments, match sounds and create music to show an emotion.	• I can explore movement and sound effects for the circus. • I can sing, move and play to the pulse. • I can describe music and respond through movement. • I can perform simple rhythms. • I can improvise on instruments in a small group. • I can perform using the skills I have learnt.

	Cycle A		Cycle B	
	Spring 1 Space (Unit 2)	Spring 2 Traditional Tales (Unit 1)	Spring 1 Whatever the Weather (Unit 2)	Spring 2 Nursery Rhymes (Unit 1)
Key Skills for Unit	Listening: identify sound of instruments, identify dynamics & tempo, express thoughts & feelings, respond with movement Composing: to a theme, consider dynamics & tempo, explore 3 notes Performing: with a partner, percussion instruments, speak, sing & play, simple melodies, pitch, notes so, mi & la Social: collaboration, communication, kindness, patience, sharing, move safely, respect Emotional: independence, self control, persevere Thinking: comprehension, creativity, copy and repeat	Composing: creating new verses, creating rhythms, adding sound effects Performing: copy and repeat rhythms, respond with movement, play percussion, so and mi, adding actions, explore dynamics and tempo Social: take turns, work with others, work safely, respect Emotional: self-control, confidence, independence Thinking: creativity, copying, comprehension	Listening: identify instruments, describe timbre, respond with mark making & movement Composing: simple melodies, thematic piece, creating new verses, create rhythms Performing: repeat rhythms, respond with movement, play percussion, so & mi, add actions, play & sing together Social: collaboration, listening, working safely, take turns, share Emotional: self-control, confidence, perseverance, patience, independence Thinking: copy and repeat, comprehension, apply knowledge, follow instructions	Composing: creating new verses and actions, adding sound effects Performing: copying rhythms, matching words to rhythms, dynamics and tempo, explore pitch, chant Social: co-operation, leadership, communication Emotional: independence, confidence Thinking: creativity, decision making, comprehension

Significant Composers	Einleitung Gustav Holst Police John Williams	NA	Beethoven Émile Waldteufel	Mozart
Vocabulary introduced/embedded	- Action - Beat - Higher - Louder - Lower - Note - Pulse - Quicker - Quieter - Sing - Slow - Slower - Sound - Speak	- Action - Beat - High - Loud - Low - Quick - Quiet - Rhythm - Sing - Slow - Speak - Voice	- copy - high - instrument - listen - loud - low - movement - pulse - quiet - rhythm - sound - start - stop	- action - fast - high - instrument - loud - low - move - pulse - quiet - slow - sound - start - stop
I know that/how ...	- I can anticipate and talk about changes in the music including changes in tempo and dynamics. - I can compose a short piece of music based on a theme. - I can explore pitch and written music.	- I can move in time with the music and copy simple rhythms. - I can create short rhythms and play music with others. - I can co-ordinate simple actions to accompany singing.	- I can recognise changes in pitch. - I can copy simple rhythm patterns on an instrument and match rhythm to words.	- I can explore using instruments. - I can explore music through movement considering pulse, tempo and pitch. - I can explore changes in dynamics using instruments and voice.

	• I can sing melodies and respond to written music. • I can explore listening, moving and playing to the beat. • I can respond to music expressing my thoughts and feelings.	• I can sing and play loudly, quietly, quickly and slowly. • I can create a sequence of sounds. • I can combine movement, singing and playing.	• I can listen to music and respond by talking and mark making. • I can work as a group to make music. • I can respond to music with movement and match instruments to sounds. • I can explore and create music based on a theme.	• I can identify instruments and their sounds to create sound effects. • I can create new verses to songs and combine with movement
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	Cycle A		Cycle B	
	Summer 1 Minibeasts (Unit 2)	Summer 2 Deep Blue Sea (Unit 2)	Summer 1 Walking in the Jungle (Unit 1)	Summer 2 Journeys (Unit 2)
Key Skills for Unit	Listening: mark making, respond with movement, recognise similarities & changes in tempo & dynamics, explain preference Composing: new verses, words & actions, sound effects, select instruments, dynamics, tempo Performing: sing, play percussion, dynamics, tempo, repeat rhythms, match words & rhythms, vocal sounds, pitch, add actions Social: work safely, listen, share, collaborate, support Emotional: share feelings, confidence, patience, respect, self-control	Listening: changes in pitch, respond with movement, describing sounds Composing: exploring instruments and their sound, simple rhythms, simple melodies Performing: following hand signals, steady beat, range of percussion instruments, follow written symbols, call and response, identifying pitch, using different voices Social: collaboration, working safely, respect, sharing Emotional: self-control, understanding thoughts and feelings Thinking: comprehension, creativity	Listening: compare, identify instruments, describe timbre Composing: create verses and actions, create rhythms, music based on a theme Performing: respond with movement, play percussion, copy rhythms, sing, chant, create vocal sound effects Social: kindness, work safely, take turns, share ideas Emotional: self-control, confidence, patience Thinking: comprehension, discuss preferences, remember and recall, explore	Listening: respond by mark making, explain how the music makes you feel Composing: rhythms, ti-ti / ta and rest beats Performing: rhythms, call and response, group work, chant, use tempo Social: inclusive, sharing ideas, communication Emotional: confidence, understanding feelings Thinking: apply knowledge, remember and repeat, interpretation, creativity

	Thinking: create, copy, comprehension			
Significant Composers	Rimsky-Korsakov Fauré Grieg Couperin	Camille Saint-Seans	Exotic Bird: At Night in the Rainforest, New Age Floresta do Amazonas: Third Bird Song, Villa Lobos Oiseaux Exotiques – Olivier Messiaen Carnival Parade, Samba Drum	Mendelssohn Offenbach
Vocabulary introduced/embedded	• action • beat • fast • high • instrument • loud • low • play • pulse • quiet • rhythm • sing • slow	• beat • high • instrument • low • note • pulse • rhythm • sound • start • stop • tune	• action • beat • fast • high • instrument • loud • low • pattern • perform • quiet • repeat • rhythm • slow • sound • voice • volume	• action • beat • instrument • listen • pulse • rest • rhythm • sound • speed • volume

I know that/how ...

- I can listen to music and respond by talking, moving and mark making.
- I can develop the singing voice and create simple actions to accompany song.
- I can play percussion instruments to accompany a song.
- I can respond appropriately to written symbols and create simple rhythms.
- I can make comparisons about music.
- I can create music based on a theme.

- I can sing alone and with others with an awareness of pitch.
- I can move to music and respond appropriately to different sounds.
- I can explore different sounds made by instruments and describe them.
- I can begin to develop pulse and rhythm.
- I can respond appropriately to written symbols.
- I can respond appropriately to written symbols.

- I can listen to music and respond with movement.
- I can identify and match instrumental sounds.
- I can explore different sounds made by the voice and develop an awareness of a steady beat.
- I can create a sequence of sounds to tell a story.
- I can make comparisons about the music I listen to.
- I can respond to written symbols and develop an increasing awareness of a steady beat

- I can respond appropriately to written symbols and begin to write rhythms.
- I can respond appropriately to written symbols incorporating silent beats.
- I can respond appropriately to written symbols incorporating rests.
- I can add sound effects to enhance a song.
- I can talk about music in an abstract way which shows imagination and thought.
- I can create a piece of music in response to a given theme.