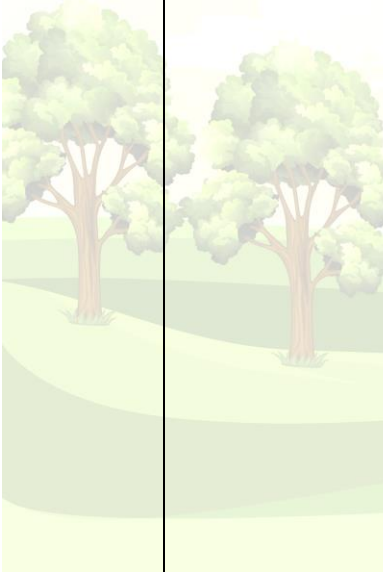
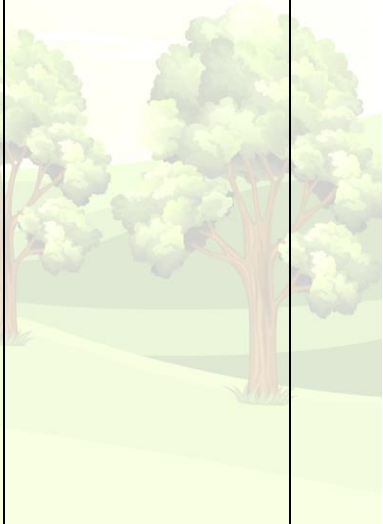


MUSIC TREES OF KNOWLEDGE AND SKILLS PROGRESSION

EYFS		Year 1			Year 2			
Nursery	Reception	Autumn Term Who am I? Around the World	Spring Term To the Rescue	Summer Term Wonderful Westacre Animal Allsorts	Autumn term London's Calling The Great Fire of London	Spring term Famous Explorers Victorians	Summer term India Out and About	
Knowledge	<ul style="list-style-type: none"> Know the words and rhythm to at least five Nursery rhymes, off by heart 	<ul style="list-style-type: none"> Know the words and rhythm to at least five Nursery rhymes and five songs, off by heart To know the names of the different instruments they play in class. To name and sort how sounds are made. To know how to hold the instruments they play correctly. 	<ul style="list-style-type: none"> Know what a rap is and know the words and rhythm of the rap 'Hey You' (Old School Hip-Hop) off by heart Know the meaning of the words to the songs they know Know the names and recognise the sounds of a triangle, a tambourine, a glockenspiel and maracas Know that music has a steady pulse, like a heartbeat Know that we can create rhythms from words, our 	<ul style="list-style-type: none"> Know a further two songs off by heart – "In the Groove" (Blues Music) and "Round and Round" (Bossa Nova) Know the meaning of the words to the songs they know Know that music has a steady pulse, like a heartbeat Know that we can create rhythms from words, our names, favourite food, colours and animals Know the difference between high and low pitch Know that you can make different types of sounds with your voice – rap, sing or say words in rhythm Know the names of the notes in their instrument part, 	<ul style="list-style-type: none"> Know a further two songs off by heart – "Your Imagination" (Pop Music) and "Reflect, Rewind and Replay" (Classical Music) In total, know the words and rhythm for 10+ songs off by heart Know how to find a steady pulse, Know how to create rhythms from words, our names, favourite food, colours and animals Know the difference between high and low pitch Revisit knowledge of names of the notes in their instrument part, from memory or when written down Revisit idea of improvisation 	<ul style="list-style-type: none"> Know a further song off by heart "Hands, Feet, Heart" (South African Afropop) Know that some songs have a chorus or a response/answer part Know that songs have a musical style Know that songs can tell a story or describe an idea Recall knowledge that music has a steady pulse, like a heartbeat Recall knowledge that we can create rhythms from words, our names, favourite food, colours and animals Know that rhythms are different from the steady pulse 	<ul style="list-style-type: none"> Know a further two songs off by heart – "I Wanna Play in a Band" (Rock music) and "Zootime" (Reggae time) Know that some songs have a Hook/Riff Listen to songs with different styles Recall knowledge that music has a steady pulse, like a heartbeat Recall knowledge that we can create rhythms from words, our names, favourite food, colours and animals Revisit knowledge that rhythms are different from the steady pulse Know difference between high and low sounds/pitch 	<ul style="list-style-type: none"> Know the words and rhythm to the "Friendship Song" (Pop music) * "Reflect, Rewind and Replay" (Classical Music) Know the words and rhythm for 15+ songs, off by heart Know the meaning of the musical terms: pulse, rhythm, pitch, texture, tempo, dynamics and hook

			<p>names, favourite food, colours and animals</p> <ul style="list-style-type: none"> • Know the difference between high and low pitch • Know that you can make different types of sounds with your voice – you can rap or say words in rhythm • Know the names of the notes in their instrument part, from memory or when written down • Know that ‘improvisation’ means making up your own tunes on the spot • Know that improvised songs belong to person who made them up and that 	<p>from memory or when written down</p> <ul style="list-style-type: none"> • Know that ‘improvisation’ means making up your own tunes on the spot • Know anyone can improvise • Know that composing is like writing a story • Know that everyone can compose • Know that the notes of the composition can be written down and changed if necessary • Begin to learn musical terms: pulse/pitch/rhythm/ texture/dynamics/ tempo/timbre/ structure 	<ul style="list-style-type: none"> • Revisit knowledge that anyone can improvise and there is no right or wrong ‘tune’ • Revisit knowledge that the notes of the composition can be written down and changed if necessary • Begin to learn musical terms: pulse/pitch/rhythm/ texture/dynamics/ tempo/timbre/ structure 	<ul style="list-style-type: none"> • Know that we add high and low sounds/pitch when we sing and play instruments. • Know that ‘unison’ means everyone is singing at the same time • Know that songs can include other ways of using the voice – i.e. rapping • Know why we need to warm up our voices • Know the names of untuned percussion instruments – claves, cabasa, guiro, cymbal, two tone block, caterpillar. • Know the names of the notes in their instrument part, from memory or when written down • Revisit knowledge that ‘improvisation’ means making up your own tunes on the spot • Revisit knowledge that improvised songs belong to 	<p>when we sing and play instruments.</p> <ul style="list-style-type: none"> • Know that ‘unison’ means everyone is singing at the same time/chorus is a group of people • Know and use musical terms: pulse/pitch/rhythm/ texture/dynamics/ tempo/timbre/ structure 	
--	--	--	--	--	--	--	--	--

			<p>anyone can improvise</p> <ul style="list-style-type: none"> • Know that composing is like writing a story • Know that everyone can compose • Know that the notes of the composition can be written down and changed if necessary 			<p>person who made them up and that anyone can improvise</p> <ul style="list-style-type: none"> • Know that you can use one or two notes to improvise • Revisit knowledge that everyone can compose • Revisit knowledge that the notes of the composition can be written down and changed if necessary • Begin to use musical terms: pulse/pitch/rhythm/texture/dynamics/tempo/timbre/structure 		
Skills	<ul style="list-style-type: none"> • Sing a song, matching the pitch of another person • Sing familiar songs with the correct melodic shape (moving the melody – up and down, 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, respond and express their feelings • Sing in a group or on their own, increasingly matching the 	<ul style="list-style-type: none"> • Move to music in different ways – dancing and acting as pop stars • Sing notes of different pitches – high and low • Sing a rap and perform it in a group 	<ul style="list-style-type: none"> • Move to music in different ways – dancing, marching, acting as animals and as pop stars • Sing notes of different pitches – high and low • Play untuned instruments to accompany singing – triangle, tambourine and maracas 	<ul style="list-style-type: none"> • Move to music in different ways – dancing, marching, acting as animals and as pop stars • Sing notes of different pitches – high and low • Play untuned instruments to accompany singing – triangle, tambourine and maracas 	<ul style="list-style-type: none"> • Move to music in different ways – dancing, marching, acting as animals and as pop stars • Re-visit singing notes of different pitches – high and low • Sing and perform Christmas songs in a group • Confidently and accurately, stop 	<ul style="list-style-type: none"> • Move to music in different ways – dancing, marching, acting as animals and as pop stars • Re-visit singing notes of different pitches – high and low • Confidently and accurately, stop and start singing when following a leader 	<p>Revisit all skills previously taught</p>

	<p>down and up)</p> <ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know • Play instruments with increasing control, to express their feelings and ideas • Sing and perform Christmas songs to an audience. 	<p>pitch to the melody</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups • Recognise and move to the beat of the music • Listen and respond to different styles of music • Listen with increased attention to sounds • Respond to what they hear – expressing thoughts and feelings • Perform to others • * Make sounds with untuned instruments. • Handle instruments 	<ul style="list-style-type: none"> • Sing and perform two Christmas songs (per class) from around the world from – Spain, Hawaii, India, America, China, Africa • Be able to stop and start singing when following a leader • Play untuned instruments to accompany singing – triangle, tambourine and maracas • Handle instruments with care and respect • To learn how to hold a beater correctly • Begin to learn to play a glockenspiel – matched to their musical 	<ul style="list-style-type: none"> • Handle instruments with care and respect • Revisit handling a beater correctly • Begin to learn to play a glockenspiel – matched to their musical challenge (one note, simple or medium part)- UNIT3-C/CD UNIT4-D/DFCD • Listen to and follow musical instructions from a leader • Be able to improvise-UNIT3-C/CD UNIT4—D/DE • Be able to clap and improvise • Be able to sing, play and improvise • Help to create a simple melody – using one, two or three notes- C/CDE/CDEFG 	<ul style="list-style-type: none"> • Handle instruments with care and respect • Revisit handling a beater correctly • Begin to learn to play a glockenspiel – matched to their musical challenge (one note, simple or medium part- C/CG/CGE) • Listen to and follow musical instructions from a leader • Be able to improvise-D/DE • Be able to clap and improvise • Be able to sing, play and improvise • Help to create a simple melody – using one, two or three notes- C/CDE/CDEFG 	<p>and start singing when following a leader</p> <ul style="list-style-type: none"> • Be able to find a comfortable singing position • Play a glockenspiel and untuned percussion instruments in time with the steady pulse • Play a glockenspiel – matched to their musical challenge (one note, simple or medium part- (G/GAC/GABC) • Listen to and follow musical instructions from a leader • Be able to improvise (C/CD) • Be able to clap and improvise • Be able to sing, play and improvise • Help to create three simple melodies, using three or five different notes (C/CDE/CDEFG) 	<ul style="list-style-type: none"> • Be able to find a comfortable singing position • Play a glockenspiel and untuned percussion instruments in time with the steady pulse • Play a glockenspiel – matched to their musical challenge (one note, simple or medium part)- UNIT3-F/DC/GFC UNIT4-C/CD • Listen to and follow musical instructions from a leader • Be able to improvise UNIT3-F/FG Unit4-C/CD • Be able to clap and improvise • Be able to sing, play and improvise • Help to create three simple melodies, using five different notes(CDEGA) 	
--	--	--	--	--	--	---	---	--

		with care and respect.	challenge (one note, simple or medium part)- C/CG <ul style="list-style-type: none"> • Listen to and follow musical instructions from a leader • Be able to improvise – C/CD • Be able to clap and improvise • Be able to sing, play and improvise • Help to create a simple melody – using C/CDE/CDEFG notes 					
--	--	------------------------	---	--	--	--	--	--

