



## Progression in Music

### EYFS – Music : ELG (EAD Being Imaginative and Expressive)

In early years, our music curriculum is taught through Surrey Arts Interactive (SAI) and the progression has been mapped below.

#### 3-4 years - Children

- Will listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the melodic shape of familiar songs
- Play instruments with increasing control to express their feelings and ideas
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#### In our Early Years – Children

- Will learn that music can touch your feelings
- Will enjoying moving to music
- Will find the pulse of a piece of music, explore rhythm and pitch and explore voices and instruments

#### Children at the expected level of development will:

- Children will listen attentively, move to and talk about music, expressing their feelings and ideas
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody

<b>Key Vocabulary</b>	Nursery rhyme, pulse, beat rhythm, pitch, high sounds, low sounds, perform, unison, phrase, tempo, perform, rap, unison, congo, rondo, concerto, funk Percussion instrument names.					
<b>Focus</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SAI – ME!	SAI – My Stories	SAI – Everyone	SAI – Our World	SAI – Big Bear Funk	SAI - Reflect , Rewind and Replay

### Key Stage One

In Key Stage 1, our music curriculum is taught through Surrey Arts Interactive (SAI) and the progression has been mapped below.

Singing	Playing	Improvisation	Composition	Performance
<b>Children</b> <ul style="list-style-type: none"> <li>• can use their voices expressively and creatively by singing songs and speaking chants.</li> <li>• can sing with good diction</li> <li>• can sing in tune and to a steady beat</li> </ul>	<b>Children</b> <ul style="list-style-type: none"> <li>• can play tuned and un-tuned instruments musically</li> <li>• can name and play tuned and un-tuned instruments correctly</li> <li>• can begin to name key instruments. Eg. Saxophone, piano, violin.</li> <li>• Can play together in an ensemble.</li> <li>• Can change the tempo or dynamics when playing an instruments</li> </ul>	<b>Children</b> <ul style="list-style-type: none"> <li>• can experiment with, create, select and combine sounds using the inter related dimensions of music</li> </ul>	<b>Children</b> <ul style="list-style-type: none"> <li>• can experiment with, create, select and combine sounds using the inter related dimensions of music</li> <li>• can compose a simple tune using 3 or 4 notes</li> <li>• can use their knowledge of instruments to make sound effects to create an appropriate mood for art work or a story.</li> </ul>	<b>Children</b> <ul style="list-style-type: none"> <li>• can use their voices expressively and creatively by singing songs and speaking chants.</li> <li>• can perform with a good sense of pulse and rhythm</li> <li>• can perform together in an ensemble</li> <li>• can change the tempo or dynamics when playing an instrument</li> </ul>
<b>Listening – To listen with concentration and understanding to a range of high quality live and recorded music</b>				
<b>Children</b> <ul style="list-style-type: none"> <li>• begin to recognise different Genres of music.</li> <li>• begin to recognise and name instruments played in a piece of music.</li> <li>• can express their feeling about a piece of music.</li> </ul>				
<b>NB - Our knowledge is identified for each area above on our Knowledge Organisers</b>	<b>Year 1</b> <b>We study - Surrey Arts Interactive</b> <ul style="list-style-type: none"> <li>• Hey You!</li> <li>• Rhythm in the way we walk</li> <li>• In the groove</li> <li>• Round and Round</li> <li>• Your imagination</li> <li>• Reflect, Rewind and Replay</li> </ul>		<b>Year 2</b> <b>We study – Surrey Arts Interactive</b> <ul style="list-style-type: none"> <li>• Hands, Feet, Heart</li> <li>• I wanna play in a band</li> <li>• Friendship Song</li> <li>• Recorder Unit Recorder World</li> </ul>	

Area/Skill		
<b>Singing</b>	<ul style="list-style-type: none"> <li>• I can sing in tune songs with a limited note range</li> <li>• I can sing in time to a steady beat</li> <li>• I can use my voice to make many different sounds and can explore this</li> <li>• I can start and stop singing when following a leader</li> <li>• I Know it is important to warm up my voice and to find a good posture for singing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing in tune songs with a wider note range</li> <li>• I can sing in time to a steady beat</li> <li>• I can use my voice to make many different sounds and can explore this</li> <li>• I can start and stop singing when following a leader</li> <li>• I Know it is important to warm up my voice and I have good posture for singing.</li> <li>• I can confidently sing a song with 2 parts.</li> </ul>
<b>Playing</b>	<ul style="list-style-type: none"> <li>• I can treat instruments carefully and play them correctly and effectively</li> <li>• I can name some of the instruments I play</li> <li>• I can play a tuned/ un-tuned instrument to accompany a song I perform</li> <li>• I can concentrate, listen to and follow musical instruction from a leader.</li> <li>• I can play a glockenspiel by matching a note name to chime bar letter and know that music is presented on a stave. ( C,D,E,F )</li> </ul>	<ul style="list-style-type: none"> <li>• I can name a wider range of instruments, know how to play them and create effective sounds</li> <li>• I can play a tuned instrument part in time with a steady pulse</li> <li>• I can concentrate, listen to and follow instruction from a musical leader.</li> <li>• I can play a tuned instrument, begin to read musical notation and learn about duration ( C,D,E.F G,A,B)</li> <li>• I can play the recorder to accompany traditional and modern pieces of music and songs.</li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>• I can listen to a rhythm and clap / play it back</li> <li>• I can listen to a rhythm and play back my own rhythmic answer</li> <li>• I can sing, play and explore improvisation using instruments and my voice</li> <li>• I can listen and play/ sing back an answer using 1 or 2 notes</li> <li>• I can explore and create new rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and clap back, then listen and clap my own answer</li> <li>• I can improvise using my voice and instruments</li> <li>• I can listen and play/ sing back an answer using 1 or 2 notes</li> <li>• I can take it in turns to improvise using 1 or 2 notes.</li> <li>• I can explore and create new rhythms</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• I can create a simple melody using 3 or 4 notes</li> <li>• I can write down my composition in simple ways</li> </ul>	<ul style="list-style-type: none"> <li>• I can compose a simple melody using 4 + notes.</li> <li>• I can write down my composition using symbols. pictures and patterns</li> </ul>

<b>Performance</b>	<ul style="list-style-type: none"> <li>• I can perform as part of a group.</li> <li>• I can perform with a good sense of pulse and rhythm.</li> <li>• I can change tempo and dynamics in my performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform as part of a group or individually.</li> <li>• I can perform with a good sense of pulse and rhythm.</li> <li>• I can change tempo and dynamics in my performance.</li> <li>• I know what an audience is can can perform to one.</li> <li>• I can select a song and perform it, adding my own ideas to my performance.</li> </ul>
<b>Vocabulary</b>	Pulse, Rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers. Keyboard, bass, guitar, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove improvise, compose, audience, imagination.	Keyboard, drums , bass, electric guitar, saxophone, trumpet, pulse , rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, rap, rock, reggae, glockenspiel
<b>Gateway Milestones</b> To access the next stage in their learning children should achieve these gateway milestones	<p style="text-align: center;"><b>Year One</b></p> <ul style="list-style-type: none"> <li>• Children will begin to find the pulse in a piece of music and keep a steady beat.</li> <li>• Children will begin to identify and recognise the sounds of wider range of tuned instruments.</li> <li>• Children will develop an understanding of how a piece of music makes them feel and can communicate their feelings.</li> <li>• Children will begin to see musical notation when playing the glockenspiels and make links to note name and position on the stave.</li> <li>• Children will sing in time and in tune with simple melodies.</li> <li>• Children will develop confidence in their improvisation and composition skills</li> <li>• Children will work together in an ensemble to give a performance.</li> </ul>	<p style="text-align: center;"><b>Year Two</b></p> <ul style="list-style-type: none"> <li>• Children will be confident in finding the pulse in a piece of music and keep a steady beat.</li> <li>• Children will be confident in identifying instruments and link them to their sounds.</li> <li>• Children will be confident in performing a piece of music in a group using instruments and their voices.</li> <li>• Children will have an understanding of the stave and musical notation.</li> <li>• Children will have an understanding of tempo and dynamics.</li> <li>• Children will have experienced listening to a range of musical genres from different time periods and have an understanding that there are different styles of music.</li> </ul>