



Carlisle Infant School



Music: EYFS Development Matters and KS1 National Curriculum Progression Map

Development Matters

- 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.

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

Reception Skills

Listening Skills:

- L1 Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.
- L2 Exploring lyrics by suggesting appropriate actions.
- L3 Exploring the story behind the lyrics or music.
- L4 Listening to and following a beat using body percussion and instruments.
- L5 Considering whether a piece of music has a fast, moderate or slow tempo.
- L6 Listening to sounds and matching to the object or instrument.
- L7 Listening to sounds and identifying high and low pitch.
- L8 Listening to and repeating a simple rhythm.
- L9 Listening to and repeating simple lyrics.
- L10 Understanding that different instruments make different sounds and grouping them accordingly.

Composing Skills:

- C1 Playing untuned percussion 'in time' with a piece of music.
- C2 Selecting classroom objects to use as instruments.
- C3 Experimenting with body percussion and vocal sounds to respond to music.
- C4 Selecting appropriate instruments to represent action and mood.
- C5 Experimenting with playing instruments in different ways

Performing Skills:

- P1 Using their voices to join in with well-known songs from memory
- P2 Remembering and maintaining their role within a group performance
- P3 Moving to music with instruction to perform actions
- P4 Participating in performances to a small audience
- P5 Stopping and starting playing at the right time

Reception Progression – Objectives/Skills

Autumn Term

Autumn 2 Celebration Music	
Knowledge	To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To know that moving to music can be part of a celebration. To recognise that different sounds can be long or To recognise music that is 'fast' or 'slow'.
Skills:	L1,L2,L3,L4,L6,L8,L9,L10, C1,C2,C3,C4, P1,P2, P3,P5

Spring Term

Spring 1 Exploring Sound	
Knowledge	To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.
Skills:	L1,L4,L6,L7,L9, C3,C5, P2,P5
Spring 2 Music and movement	
Knowledge	To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.
Skills:	L1,L2,L3,L4,L5,L7,L9, C3, P1,P3,P3,P4,P5

Summer Term

Summer 1 Musical stories	
Knowledge	To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.
Skills:	L1,L2,L3,L5,L6,L7,L9,L10, C3,C4,C5,P1,P2,P3, P4,P5
Summer 2 Big Band	
Knowledge	To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.
Skills	L3,L4,L5,L6,L7,L10,C1,C2,C4,C5 P1,P2,P4, P5



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KS1 National Curriculum

- 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

Year 1 Skills	Listening Skills:		Composing Skills:		Performing Skills:	
		L1 Recognising and understanding the difference between pulse and rhythm. L2 Understanding that different types of sounds are called timbres. L3 Recognising basic tempo, dynamic and pitch changes L4 Describing the character, mood, or 'story' of music they listen to (verbally or through movement) L5 Describing the differences between two pieces of music. L6 Expressing a basic opinion about music (like/dislike) L7 Listening to and repeating short, simple rhythmic patterns. L8 Listening and responding to other performers by playing as part of a group.		C1 Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. C2 Combining instrumental and vocal sounds within a given structure. C3 Creating simple melodies using a few notes. C4 Choosing dynamics, tempo and timbre for a piece of music. C5 Creating a simple graphic score to represent a composition. C6 Beginning to make improvements to their work as suggested by the teacher.		P1 Using their voices expressively to speak and chant. P2 Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. P3 Maintaining the pulse (playing on the beat) using hands, and tuned and untuned instruments. P4 Copying back short rhythmic and melodic phrases on percussion instruments. P5 Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. P6 Performing from graphic notation.
Year 1 Progression – Objectives/Skills	Autumn Term		Spring Term		Summer Term	
	Autumn 1 All about me		Spring 1 Under the sea		Summer 1 Fairy tales	
	Knowledge	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, eg a versed and a chorus.	Knowledge	To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'	Knowledge	To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.
	Skills:	L1, L4, L7, L8, C2, P1,P2,P3,P4	Skills:	L1,L2,L3,L4,L5,L8,C1,C2,C3,C4,P4,P5	Skills:	L1, L2, L3, L4, L5, L7, L8, C1, C2, C4, P1, P4, P5
	Autumn 2 Animals		Spring 2 By the sea		Summer 2 Superheroes	
	Knowledge	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.	Knowledge	To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented By pictures or symbols.	Knowledge	To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.
Skills:	L3,L4,L5,L6,L7,L8, C1,C2,C4,C6, P1,P2,P5	Skills:	L2, L3, L4, L5, L6, L8, C1, C2, C4, C5, P1, P5, P6	Skills:	L3, L4, L5, L6, L8, C1, C3, C4, P5	

Year 1	Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
	Rhythm, pulse Fast, slow, quiet, dynamics, tempo, musical composition	Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score Body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre	Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo
	Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:
	Christmas performance Exposure to live music during Christmas performances/ special visitors (pantomime)	Showcase of musical talents- Opportunity one afternoon for children to perform to the year group any instruments they have been learning	Diversity Day- Listening to live and recorded music from around the world.



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KS1 National Curriculum

- 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

Year 2 Skills	Listening Skills:	Composing Skills:	Performing Skills:
	L1 Recognising timbre changes in music they listen to. L2 Recognising structural features in music they listen to. L3 Listening to and recognising instrumentation. L4 Beginning to use musical vocabulary to describe music. L5 Identifying melodies that move in steps. L6 Listening to and repeating a short, simple melody by ear. L7 Suggesting improvements to their own and others' work.	C1 Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. C2 Successfully combining and layering several instrumental and vocal patterns within a given structure. C3 Creating simple melodies from five or more notes. C4 Choosing appropriate dynamics, tempo and timbre for a piece of music. C5 Using letter name and graphic notation to represent the details of their composition. C6 Beginning to suggest improvements to their own work.	P1 Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). P2 Singing short songs from memory, with melodic and rhythmic accuracy. P3 Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. P4 Performing expressively using dynamics and timbre to alter sounds as appropriate. P5 Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Year 2 Progression – Objectives/Skills	Autumn Term	Spring Term	Summer Term																			
	Autumn 1 Animals <table border="1"> <tr> <td>Knowledge</td> <td>To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.</td> </tr> <tr> <td>Skills:</td> <td>L1,L2,L3,L4,L6,L7,C1,C4,C5,C6, P1,P2,P3,P4</td> </tr> </table> Autumn 2 On this Island <table border="1"> <tr> <td>Knowledge</td> <td>To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece.</td> </tr> </table>	Knowledge	To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	Skills:	L1,L2,L3,L4,L6,L7,C1,C4,C5,C6, P1,P2,P3,P4	Knowledge	To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece.	Spring 1 Myths and Legends <table border="1"> <tr> <td>Knowledge</td> <td>I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</td> </tr> <tr> <td>Skills:</td> <td>L1, L2, L3, L4, L7, C1, C2, C4, C5, P3,P4</td> </tr> </table> Spring 2 Musical Me <table border="1"> <tr> <td>Knowledge</td> <td>To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. 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		To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.					the other, making a tune.
	Skills:	L3,L4,C1,C2,C4, P1, P2, P4				Skills:	L1,L2,L3 L4, L6,L7, C1,C4,C6, P4
Year 2	Vital Vocabulary:		Vital Vocabulary:		Vital Vocabulary:		
	Timbre, dynamics, tempo, call and response, rhythm, structure Rhythm, pulse, dynamics, timbre, beat, melody, notation		Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo Beat, compose, composition, dynamics, graphic score, Legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre		Soundscape, timbre, dynamics, tempo, motif Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre		
	Year 2 Enrichment Opportunities:		Year 2 Enrichment Opportunities:		Year 2 Enrichment Opportunities:		
	Christmas performance to the wider school and parents. Opportunity to sing Christmas carols to the wider community.		Year 2 choir Opportunity for children to showcase what they have learnt during the summer term, as part of an assembly performance.		Leavers song/show Live music Performances Diversity Day- Listening to live and recorded music from around the world.		