

**PROGRESSION IN MUSIC - EYFS TO YEAR 2**

A child with secure, age-related Music knowledge and skills will show evidence of attainment set out for the end of each unit:

	<b>EXPLORERS</b>	<b>PLANET PROTECTORS</b>	<b>HEROES</b>	<b>EXPLORERS</b>	<b>PLANET PROTECTORS</b>	<b>HEROES</b>
By the end of EYFS	<i>Hey You Christmas</i>	<i>Zootime In the Groove</i>	<i>Round and Round Your Imagination</i>	<i>Space Ho, Ho, Ho</i>	<i>Friendship Song Hands, Feet, Heart</i>	<i>I Wanna Play in a Band Reflect and Replay</i>
<p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can perform songs, rhymes, poems and stories with others, and try to move in time to the music (when appropriate).</p>	<p>I can find the pulse as I listen to the main songs and recognise it is the heartbeat of the music.</p> <p>I can recognise and name two instruments I can hear in the songs.</p> <p>I can create rhythms from names and words.</p> <p>I know that pitch is high or low sounds we add to the pulse/rhythm.</p> <p>I can rap/sing in time to the performance.</p> <p>I can compose a simple melody using simple rhythms.</p> <p>I can play accurately in time when performing.</p>	<p>I can find the pulse in a piece of Reggae music.</p> <p>I can recognise and name two or more of the instruments I can hear in songs.</p> <p>I can copy and clap back rhythms that an adult models for me.</p> <p>I can sing and dance in time with my classmates.</p> <p>I understand that pitch is when we add high or low sounds when we sing or play an instrument.</p> <p>In the Groove only: I can identify and appraise five musical styles – Blues, Baroque, Latin, Irish Folk, Funk</p>	<p>I can recall instruments learned in previous units and describe those I can hear.</p> <p>I can make up my own rhythm for my name of a favourite animal.</p> <p>I can play a percussion instrument accurately and in time with our class performance.</p> <p>I can appraise the songs I hear using musical vocabulary I have learned during Year One.</p> <p>I can use my voice and instruments to improvise in music lessons.</p>	<p>I understand that all songs have a musical style.</p> <p>I can recognise and name some of the instruments and voices in songs I hear.</p> <p>I can clap rhythms of long and short sounds whilst marching to the pulse.</p> <p>I know that the rhythm of a song is different to the pulse.</p> <p>I can watch a recorded performance of my class and appraise it.</p>	<p>I can recognise that songs sometimes have a chorus which is repeated.</p> <p>I can start and stop singing when following a leader (call and response).</p> <p>I can play a three-note melody as part of a class performance.</p> <p>I can use my understanding of rhythm to add dance moves to a class song.</p> <p>I can appraise a performance using a wider range of musical vocabulary including pitch and tempo.</p>	<p>I can find the pulse in a piece of Rock music.</p> <p>I can recognise many of the instruments/voices I can hear.</p> <p>I can use improvisation to add my voice or instrumental sounds to a song.</p> <p>I can play as part of a rock ensemble, singing a song and performing a composition within it.</p> <p>I can discuss the texture, tempo and dynamics of a song.</p> <p>I can use a range of musical vocabulary when appraising songs, including the structure, form and style.</p>

**PROGRESSION IN MUSIC VOCABULARY - EYFS TO YEAR 2**

	<b>EXPLORERS</b>	<b>PLANET PROTECTORS</b>	<b>HEROES</b>	<b>EXPLORERS</b>	<b>PLANET PROTECTORS</b>	<b>HEROES</b>
By the end of EYFS	<i>Hey You Christmas</i>	<i>Zootime In the Groove</i>	<i>Round and Round Your Imagination</i>	<i>Space Ho, Ho, Ho</i>	<i>Friendship Song Hands, Feet, Heart</i>	<i>I Wanna Play in a Band Reflect and Replay</i>
sounds songs rhymes rap high low pattern performance	pulse rhythm pitch rap, Hip Hop improvise compose melody lyrics bass guitar drums keyboard trumpet saxophone decks performance	Revise previous unit dynamics tempo reggae Blues Baroque Latin Irish Folk Funk groove	Revise previous unit imagination audience classical music composition appraise	Revise Y1 vocabulary bass treble musical style jazz rock Hip Hop country techno	chorus verse harmony chord gospel notes notation	orchestra conductor ensemble crescendo accompaniment encore

**Fiction and Non-fiction books to support learning:**

<b>EYFS</b>	<b>EXPLORERS</b>	<b>PLANET PROTECTORS</b>	<b>HEROES</b>	<b>EXPLORERS</b>	<b>ECOLOGISTS</b>	<b>HEROES</b>
Kitchen Disco by Clare Foges Jazz Baby by Lisa Wheeler Hello World – Music board book by Jill McDonald The Story of Rock, Pop, Rap and Country board books by Lindsey Sagar Little People Big Dreams – Prince, David Bowie, Elton John, Bob Dylan, John Lennon, Dolly Parton Turn it up – History of Music by Barnes and Noble Music and how it works by Dorling Kindersley Music is... by Brandon Stosuy						



**EXTENDING HIGHER ATTAINING CHILDREN IN FOUNDATION SUBJECTS – MUSIC**

FOUNDATION SUBJECT	KEY STAGE TWO	VOCABULARY TAUGHT IN YEAR THREE
<p><b>MUSIC</b></p>	<p>Let Your Spirit Fly (RnB)</p> <ul style="list-style-type: none"> <li>• Identify the piece’s structure: Introduction, verse, chorus.</li> <li>• Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</li> <li>• Find the pulse while listening.</li> <li>• Identify funky rhythms, tempo changes, dynamics.</li> <li>• Copy back, play, invent rhythmic and melodic patterns.</li> <li>• Play instrumental parts accurately and in time, as part of the performance.</li> <li>• Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</li> <li>• Most children should know the difference between pulse and rhythm.</li> <li>• Others will know how pulse, rhythm and pitch work together to create a song.</li> </ul> <p>Learning the glockenspiel</p> <ul style="list-style-type: none"> <li>• Learn to play and read the notes C, D, E + F.</li> <li>• Learn to play simple tunes on the glockenspiel</li> <li>• Talk to the audience after a performance</li> </ul> <p>Three Little Birds (Reggae)</p> <ul style="list-style-type: none"> <li>• Identify the piece’s structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</li> <li>• Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.</li> <li>• Find the pulse and identify funky rhythms, tempo changes and dynamics.</li> <li>• Compose using five notes (pentatonic scale)</li> <li>• Appraise own performance and performances of others</li> </ul>	<p>rhythm  blues  structure  introduction  verse  chorus  improvise  compose  pulse  pitch  tempo  dynamics  synthesizer  hook  texture structure  melody  riff  Reggae  pentatonic scale</p>