Music Key Concepts Progression

| **Exploring Sounds** | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| **Letters and Sounds Phase One**:  *General Sound Discrimination*  *Environmental*   * Raising children's awareness of tuning into sounds around them and to develop their listening skills. Listening walks/ comparing sounds/ sound lotto/ making music shakers   *General Sound Discrimination*  *Instrumental*   * Developing awareness of sounds made by various instruments and noise makers. * Comparing instrument sounds/loud and quiet sounds | * Creating and responding to vocal sounds. * Exploring how to change sounds on instruments * Creating vocal and body percussion sounds * Explore and control dynamics, duration and timbre with instruments. * Explore voices to create descriptive musical effects. * Listen in detail to a piece of music, identifying instruments. * Explore different sound sources and materials. * Explore timbre and texture to understand how sounds can be descriptive. * Match descriptive sounds to images * Identify ways of producing sounds * Combine sounds to create a musical effect. | * Select descriptive sounds to accompany a poem * Choose different timbres to make an accompaniment * Use beatbox techniques to imitate the sound of a drum kit. * Identify different instrument groups * Listen to and learn about renaissance instruments * Learn how sounds are produced and how instruments are classified * Copy and create a wide range of vocal sounds to incorporate into a song. | * Learn about and explore techniques used in movie soundtracks * Control short, loud sounds on a variety of instruments |
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| **Composing** | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| **Development Matters, 2021**  *3& 4 year olds will be learning to*  Using instruments to create a desired effect | * Create a soundscape using instruments * Play percussion instruments at different tempi * Create a picture in sound * Use instruments to create descriptive sounds * Use voices to create descriptive sounds * Perform and create simple three and four beat rhythms using a simple score * Create play and combine simple word rhythms | * Explore layers and layering using a graphic score * Improvise descriptive music * Combine body percussion as a song accompaniment * Improvise melodies with a given set of 5 notes * Compose a fanfare * Improvise to an ostinato accompaniment * Create and perform from a simple score | * Use the musical dimensions to create and perform music * Evaluate and refine compositions * Create sounds for a movie |
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| **Performing** | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| **Development Matters, 2021**  *3& 4 year olds will be learning to*   * Remember and sing entire songs. * Create their own songs or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas.   *Children in Reception will be able to:*   * 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. * Explore and engage in music making and dance, performing solo or in groups. | * Respond to music through movement * Control vocal dynamics , duration and timbre * Accompany a song with vocal , body percussion and instrument ostinati * Prepare and improve a performance using movement, voice and percussion. * Use instruments expressively in response to stimuli * Chant and sing in two parts while playing a steady beat * Combine voices and movement to perform a chant and a song | * Sing in two-part harmony. * Accompany a song with a melodic ostinato on tuned percussion. * Sing a song with three simple independent parts * Learn to sing partner songs * Combine singing, playing and dancing in a performance. * Perform rhythmic ostinati | * Sing and play percussion in a group piece with changes in tempo and dynamics * Perform music together in synchronisation * Convey lyrical meaning through expressive singing in a part song with echoes. * Demonstrate planning, directing and rehearsal skill through allocated roles such as technicians and researchers. * Develop, rehearse and perform a mini-musical * Sing a song in unison and three part harmony * Rehearse, improve and analyse an ensemble performance with attention to balance and staying in time. |
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| **Beat** | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| **Letters and Sounds Phase One**  *Rhythm and Rhyme*   * Recognising rhythms and rhymes.Rhyming stories/ rhyming bingo/ clapping out syllables. | * Listen to a steady beat and respond with movement * Listen to and repeat back rhythmic patterns on instruments and body percussion. * Recognise and respond to changes in tempo in music * Identify and keep a steady beat using instruments * Play and control changes in tempo * Invent and perform new rhythms to a steady beat * Identify a repeated rhythm pattern | * Identify the metre of a song * Understand syncopation and clap improvised off-beat rhythms. | * Identify changes in tempo and their effect * Demonstrate understanding of beat and syncopation through singing and body percussion * Develop ensemble playing , focusing on steady beats and placing notes accurately together |
| **Development Matters 2021**  *Children in Reception will be learning to:*  Listen attentively, move to and talk about music, expressing their feelings and responses. |
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| **Pitch** | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| **Development Matters 2021**  *3& 4 year olds will be learning to:*   * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | * Identify and respond to changes in pitch * Perform changes in pitch using whole body movement and voice * Understanding and performing pitch direction * Reading simple pitch notation * Playing pitch lines on tuned percussion * Sing with expression, paying attention to the pitch shape of the melody * Identify rising and falling pitch | * Understand and use pitch notations * Reading pitch notation | * Learn to sing minor and major note patterns accurately * Play and improvise using the whole tone scale * Hear and understand features of the whole tone scale * Demonstrate understanding of pitch through singing from simple staff notation * Sing with attention to accuracy in rhythm, pitch and dynamics |
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| **Structure** | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| **Development Matters 2021**  *Children in Reception will be learning to:*   * Watch and talk about dance and performance art, expressing their feelings and responses. | * Identify a sequence of sounds in a piece of music * Identify metre by recognising it’s pattern * Understand musical structure by listening and responding through movement * Explore different ways to organise music | * Compare and contrast the structure of pieces of music * Identify key features of music. * Describe the structure of an orchestral piece of music * Analyse and compare music from different traditions | * Demonstrate an understanding of the effect of music * Develop techniques of performing rap using texture and rhythm * Devise, combine and structure rhythms through dance * Explore and analyse a song arrangement and its structure |
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| **Notation** | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| **Development Matters 2021**  *Children in Reception will be learning to:*   * Spell words by identifying the sounds and then writing the sound with letter/s. | * Understand pitch through singing, movement and note names. | * Read simple rhythm notation * Match short rhythmic phrases with rhythm notation * Play and sing repeated patterns from staff notation. * Compose and notate pentatonic melodies on a graphic score * Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notation * Recognise rhythm patterns in staff notation * Identify metre in a piece of music | * Interpret graphic notation on various sound makers understanding their qualities and capabilities |