



## Music Progression Framework EYFS to Year 2 (Intent)

| <b>Music</b>  |  |
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| <b>In EYFS</b>  | <p><b>Expressive arts and design:</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> |
| <b>It is typical in Nursery to...</b>                                     | <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>  |
| <b>It is typical in Reception to...</b>                                   | <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>  |
| <b>Expressive arts and design ELG: Being Imaginative &amp; Expressive</b> | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>  |

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| <b>KS1 National Curriculum</b><br>(Statutory Requirements / strands) |  |  |  |  |
| <b>Year 1</b>  | 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 |
| <b>Year 2</b>  | 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 |
| <b>NC Attainment Targets</b>   | <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</li> <li>• understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> |  |  |  |

**SEND Guidance specific to Music:**

Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

**Music Key Vocabulary**

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| <b>EYFS</b> | voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds | music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion | actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, | classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance | car, boat, train, beat, fast, slow, speed, cruise, rowing, water, symbols, slower, faster, stopping, journey, score | music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass |
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|   |  |  | <i>performance, audience</i>  |   |  |   |
| <b>Year 1</b><br><b>New vocabulary introduced</b> | <i>body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables</i> | <i>Beat, fast, singing voice, slow, speaking voice, warm up.</i>                         | <i>celeste, chorus, dynamics, graphic score, heartbeat, high, layers, low, pitch, structure, texture, timbre, thick, thin, tune, verse.</i> | <i>bassoon, clarinet, flute, French horn, oboe, orchestra, plot, repeated phrases, rhythmic pattern, sound, strings, timpani, voice.</i>  | <i>accelerando, features, gradually, note, performance, rallentando, theme tune.</i>                     | <i>conductor, inspire, mood, vocal sounds, volume, woodwind.</i>                              |
| <b>Year 2</b><br><b>New vocabulary introduced</b> | <i>Backing track, call and response, rhythmic notation, sequence, vary</i>   | <i>Emotion, musicians, orchestral, sections, sound effect, trombone, tuba, woodwind.</i> | <i>Composer, imitate, letter, notation.</i>   | <i>Accuracy, arrange, atmosphere, compare, contrast, effect, improvise, inspiration, interpretation, motif, notate, sequence, soundscape, symbols, visual interpretation, woodwind.</i> | <i>Duration, folk song, inter-related dimensions of music, layered effect, lyrics, voice percussion.</i> | <i>Bow, cello, harpsichord, instrumental, notation, pluck, stave notation, violin, viola.</i> |

## Spiritual, Moral, Social and Cultural Development: Science

Pupils at Great Moor Infant School will analyse, engage with and question their own and others work, identify how values and meanings are expressed and shared. Pupils are encouraged to explore the world around them and express their ideas, which is supported by strong research into the wider world around them.

| <p><b>Spiritual Development</b></p> <p>Music is an essential part of the spirituality found throughout our school. Music and song bring us together as a school when we sing together in our classes or school hall as a whole school. We celebrate the musical talents of all children, whatever their age or ability as this is a gift which they have been given which should be praised and encouraged. Music is found throughout all aspects of school life, whether as part of a lesson or an extra-curricular activity. All children are encouraged to perform throughout their time in school and the children understand the need to respect and encourage each other's talents. Music naturally encourages perseverance and the children understand the importance of encouraging their peers and sharing their own personal experiences and gifts to help support their friends when developing their skills. Music often generates an emotional response in others. The children are taught how music can be a great comfort and support to those in need. Music can help us to show compassion towards others and helps us to express our own spirituality through music and song.</p> | <p><b>Moral Development</b></p> <p>Music helps the children to develop their understanding of the importance of morals. We listen to children's performances and critique them with respect. While criticism is encouraged in order to develop skills and to enhance knowledge of performance, the children understand that this criticism should be constructive and respectful and not in any way hurtful or shared in a way which could discourage children from developing their gifts. The children are taught to respect the opinions of others and to encourage their peers in the exploration of a variety of musical ideas and genres.</p> | <p><b>Social Development</b></p> <p>Music is an incredibly social subject and one which regularly brings children of all ages together. The children understand that they can all learn from one another, whatever their age and older children are often able to support those younger than them as they begin their musical journey with us. The choir also works hard to perform at events together. They are taught to have an understanding of the importance of this in terms of spreading happiness and the joy of singing and music.</p> | <p><b>Cultural Development</b></p> <p>In lessons, the children are encouraged to explore the music of different faiths and cultures, sharing their own experiences where possible. This is done with the understanding that we respect the faiths of others and are sensitive to this during discussions in class and when sharing our opinions. The children understand that music is an important part of many cultures and faiths and is used when celebrating, supporting people in difficult times or during worship. After all, music is said to be the most universal language of them all.</p> |
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