

Streetsbrook Infant & Early Years Academy
Music Progression of Knowledge and Skills



Streetsbrook follow the KAPOW Scheme of work for Music. The following progression document is based on Kapow's Progression of Skills document.

<i>Listening & Evaluating</i>			
	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>
<i>Listening & Responding to Music</i>	- Listen carefully to short musical phrases and songs - Use their bodies spontaneously in response to music - Express how a piece of music makes them feel - Use artwork or creative play as a medium for expressing responses to music	Listen with increasing concentration and respond appropriately to a range of music - both recorded and live	
		- Begin to match the speed of their movements to the speed of the music - Begin to move in time to the beat of the music - Begin to talk about how a piece of music makes them feel	- Move confidently in time to the beat of the music and respond appropriately to the different speeds - Begin to talk about why a piece of music makes them feel in a certain way
<i>Analysing</i>	- Identify and imitate sounds from a variety of music - Consider whether stories are enhanced by the use of background music	- Identify common instruments when listening to a range of music - Recognises simple patterns and repetition in pitch and rhythm - Use the vocabulary of 'fast' and 'slow' to describe the tempo of the music 'loud', 'quiet' and 'silent' to describe dynamics 'high' and 'low' to describe the pitch of music	
<i>Evaluating</i>	Talk about which sounds or pieces of music they prefer	Talk about what they enjoyed about their peers' performances including feedback related to tempo and dynamics	
<i>Cultural & Historical Awareness of Music</i>	Listen to music from a range of cultures and historical periods	Appreciate music from a wide variety of cultures and historical periods	

Creating Sound

	EYFS	Year 1	Year 2
Singing Repertoire	Sing short, rhythmic rhymes and songs.	- Sing simple songs, chants and rhymes from memory. - Practise singing songs with a wider pitch range (e.g. pentatonic melodies) which gradually get higher or lower.	
		Competently sing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).
Singing Technique	- Use both speaking and singing voices. - Begin to sing to the pulse of a song unconsciously - Explore vowel sounds through call and response activities.	Breathe at appropriate times when singing.	
		- Explore changing their singing voice in different ways. - Sing a range of call and response chants, attempting to match the pitch and tempo they hear.	- Change their singing voice to be loud or soft at the direction of a leader. - Sing a range of call and response songs, matching the pitch and tempo they hear with accuracy. - Sing part of a given song in their head (using their 'thinking voice').
Instruments	- Explore different ways of making sounds with everyday objects and instruments. - Explore different ways of holding a range of instruments. - Start to show a preference for a dominant hand when playing instruments. - Use instruments expressively	- Develop an awareness of how sound is affected by the way an instrument is held. - Develop an awareness of how dynamics are affected by the force with which an instrument is played. - Learn to use instruments to follow the beat by first observing and then copying the teacher. - Use instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. - Begin to understand how to make different sounds on pitched instruments.	
Posture		Maintain a comfortable position when sitting or standing to sing and play instruments, including the recorder in Year 2	

Notation

	EYFS	Year 1	Year 2
Understanding Notation		- Read different types of notation by moving eyes from left to right as sound occurs. - Know that notation is read from left to right.	
			Begin to develop knowledge and understanding of musical notation when playing the recorder with a focus on 'b', 'a', 'g', crotchets, quavers, minims, semi-breves and rests
Representing Pitch	Develop an awareness of high and low through pictorial representations of sound.	To know that in all pictorial representations of music, higher sounds are represented further up the page and lower sounds are represented further down the page	
		Recognise pitch patterns using dots.	Use a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).
Representing Rhythm	Develop an awareness of how simple marks or objects can show single beats and single beat rests.	- Using pictorial representations to stay in time with the pulse when singing or playing. - Confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). - Beginning to read simple rhythmic patterns which include two half beats (quavers). - To know that pictorial representations of rhythm show sounds and rests.	

Improvising and Composing

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>
<i>Stimulus and Purpose</i>	Explore and imitate sounds from their environment and in response to events in stories.	Create sound responses to a variety of physical stimuli such as, nature, artwork and stories.	
<i>Improvising</i>	Explore and imitate sounds.	Improvise simple question and answer phrases, using untuned percussion or voices.	
<i>Creating & Selecting Sounds</i>	- Experiment with creating sound in different ways using instruments, body percussion and voices. - Select classroom objects to use as instruments. - Select sounds that make them feel a certain way or remind them of something.	- Experiment with creating different sounds using a single instrument. - Experiment with creating loud, soft, high and low sounds. - Select objects and/or instruments to create sounds to represent a given idea or character.	- Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. - Select and create short sequences of sound with their voices or instruments to represent a given idea or character.
<i>Sequencing</i>	Play sounds at the relevant point in a storytelling.	Play and combine sounds under the direction of a leader (the teacher).	Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Performing			
	EYFS	Year 1	Year 2
Understanding & Evaluating Performance	Begin to say what they liked about their own and others' performances.	Offer positive feedback on their own and others' performances.	
Awareness of Music		Start to maintain a steady beat throughout short singing performances.	
Awareness of Self	- Face the audience when performing. - Spontaneously express feelings around performing.	- Keep their head raised when singing. - Keep instruments still until their part in the performance.	- Stand or sit appropriately when performing or waiting to perform, including when playing the recorder - Begin to acknowledge their own feelings around performance.
Awareness of Others	- Perform actively as part of a group. - Demonstrate being a good audience member, by looking, listening and maintaining attention.	- Perform actively as part of a group; keeping in time with the beat. - Show awareness of leader particularly when starting or ending a piece.	- Perform actively as a group, clearly keeping in time with the beat. - Follow a leader to start and end a piece appropriately.

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