

Music Curriculum Skills Progression

INTENT: At Lyndhurst we aim that all children will leave our school **musically literate**. Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We have chosen to implement the music curriculum at Lyndhurst through the Model Music Curriculum through using Express scheme from EYFS to the end of KS1. The main learning areas are split into:-

- Singing
- Listening to music
- Composing
- Musicianship (Pulse/beat, rhythm, pitch, sounds)

In EYFS the skills covered are Beat and Tempo, Loud and Quiet, High and Low, Structure, Texture and Timbre. In KS1 the main themes of Exploring Sounds and performance, Beat and performance and Pitch and performance. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen to music.

Our aim is for pupils to:

- ♣ 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
- ♣ 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
- ♣ 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.

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.

SEND Provision

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match. Due to the sensory needs of children with autism and social communication needs, some children may find it difficult to participate in music and singing.

| | EYFS | Year 1 | Year 2 |
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| IMPLEMENTATION LO : To explore and build upon skills related to singing | Singing is a great strength of the primary sector and many schools and organisations already support excellent practice. Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6. Many aspects of good singing and good singing teaching are processes that will develop slowly over time | | |
| | <p>Beginning: Join in with songs and rhymes, making some sounds (0 – 3)</p> <p>Within: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (3 – 4 year olds) Sing the pitch of a tone sung by another person ('pitch match') 3 -4 year olds</p> <p>Expected: Sing in a group or on their own, increasingly matching the pitch and following the melody (4 - 5 year olds)</p> | <p>Beginning : Sing songs with a very simple range (mi – so)</p> <p>Within: Sing songs with a wider range and include pentatonic songs (Dr Knickerbocker)</p> <p>Expected: Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> | <p>Beginning: Sing songs with increasing voice control.</p> <p>Within: Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately</p> <p>Expected: Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's</p> |

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| | | | directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) |
| Developing Vocabulary | Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds | As EYFS plus beat • high (sound) • listen • loud • low (sound) • perform • quiet • steady beat • tempo • tune • voice pulse • • score • volume accompany • body percussion • compose • duration • phrase • pitch | |
| Key People and 'real-life' links | A variety of singers and music artists are discussed and played to the children. Eg. Gaelic mouth music singers (Capercaille) , Rap artists (Andy Day https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-index/z6tjcqt) , Opera singers, choirs, sea shanty (Fishermen Friends), to perform as part of a choir Use ICT to explore sounds | | |
| IMPACT: | <ul style="list-style-type: none"> • Children will sing with increased control • Children will sing with awareness of pitch and accuracy of pitch • Children will sing with awareness of dynamics and tempo | | |

| | EYFS | Year 1 | Year 2 |
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| IMPLEMENTATION LO : To listen and respond to different genres of music | These objectives are covered through our Music Express scheme and through our Music of the Month . Children are invited to listen to and respond a wide range of genres of music (see music intent) | | |
| | <p>Beginning: Respond emotionally and physically to music when it changes(0 – 3 years)</p> <p>Within: Listen with increased attention to sounds (3 – 4 years)</p> <p>Expected: Listen attentively, move to and talk about music, expressing their feelings and responses</p> | <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles</p> | <p>See Music intent for genres of music children should be listening and responding to</p> |

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| Developing Vocabulary | Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds | As EYFS plus beat • high (sound) • listen • loud • low (sound) • perform • quiet • steady beat • tempo • tune • voice pulse • • score • volume accompany • body percussion • compose • duration • phrase • pitch |
| Key People and 'real-life' links | Have opportunity to meet real life composers (in person or virtually) , Have experience of composing their own music and hearing it played by others | |
| IMPACT: | <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • To listen and respond to a range of music genre from different cultures. | |

| | EYFS | Year 1 | Year 2 |
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| IMPLEMENTATION LO : To learn the skills of Composing | These objectives are covered through our Music Express scheme . Children have opportunities to compose their own music using untuned and tuned instruments , voices and using various notation to record their work. | | |
| | <p>Beginning: Make rhythmical and repetitive sounds (0 – 3)</p> <p>Within: Create their own songs, or improvise a song around one they know (3 -4 years)</p> <p>Expected: Explore and engage in music making 4 – 5 year olds)</p> | <p>Beginning : Create musical sound effects and short sequences of sounds in response to stimuli</p> <p>Within: Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Expected: Recognise how graphic notation can represent created sounds. Explore and invent own symbols</p> | <p>Beginning: Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Within: Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>Expected: Use music technology, if available, to capture, change and combine sounds.</p> |
| Developing Vocabulary | Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds | As EYFS plus beat • high (sound) • listen • loud • low (sound) • perform • quiet • steady beat • tempo • tune • voice pulse • • score • volume accompany • body percussion • compose • duration • phrase • pitch | |
| Key People and 'real-life' links | Have opportunity to meet real life composers (in person or virtually) , Have experience of composing their own music and hearing it played by others | | |
| IMPACT: | <ul style="list-style-type: none"> • To explore and engage in music making • To recognise how graphic notation can represent created sounds • To use graphic, dot and stick notation as appropriate | | |

| | EYFS | Year 1 | Year 2 |
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| IMPLEMENTATION LO : Children will learn to explore sounds alongside performance | The progression of music will aim to build on children’s capabilities. At Lyndhurst we believe that everyone should have the opportunity to express themselves through musical activities and we understand that singing and repetition help children to learn. We participate in locality singing events, such as Sing Up, as well as valuing the opportunity for children to hear a range of recorded and live singing performances. Children will also have the chance to practise their skills through ICT equipment. | | |
| | <p>Beginning: Show attention to sounds and music</p> <p>Within: Listen with increased attention to sounds</p> <p>Expected: Listen attentively, move to and talk about music, expressing their feelings and responses</p> | <p>Beginning : To begin to create and respond to vocal sounds and explore how to change them.</p> <p>Within: To explore and control dynamics, duration and timbre with voices, body percussion and instruments.</p> <p>Expected: To understand and create music that matches an event in a story using skills learnt from previous lessons.</p> | <p>Beginning: To begin to develop vocal sounds to express feelings and understand how mood can be expressed using the voice.</p> <p>Within: To combine sounds to create a musical effect using voices and instruments</p> <p>Expected: To perform a rhythmic chant and play an independent rhythm pattern to accompany it</p> |
| Developing Vocabulary | Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of ‘soft’) • Repeat • Rhythm • Sing • Slow • Song • Sounds | As EYFS plus beat • high (sound) • listen • loud • low (sound) • perform • quiet • steady beat • tempo • tune • voice pulse • • score • volume accompany • body percussion • compose • duration • phrase • pitch | |
| Key People and ‘real-life’ links | A variety of singers and music artists are discussed and played to the children. Eg. Gaelic mouth music singers (Capercaille) , Rap artists (Andy Day https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-index/z6tjcqt) , Opera singers, choirs, sea shanty (Fishermen Friends), to perform as part of a choir Use ICT to explore sounds | | |

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| IMPACT: | <ul style="list-style-type: none"> • Children will listen with increased concentration to sounds • Children will be able to explore sounds using instruments and their voices (e.g dynamics, timbre) • Children will be able to combine sounds to convey moods. |
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| IMPLEMENTATION | EYFS | Year 1 | Year 2 |
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| LO : Children will learn to explore beat and performance | The progression of music will aim to build on children’s capabilities. At Lyndhurst we provide opportunities for children to build upon their skills within beat and performance. Children will begin to make rhythmical and repetitive sounds using their body, voice and then on instruments. We will use both tuned and untuned percussion to explore beat and rhythms. Children will also have the chance to practise their skills through ICT equipment . | | |
| | <p>Beginning: Make rhythmical and repetitive sounds</p> <p>Within: Play instruments with increasing control to express their feelings and ideas</p> <p>Expected: Explore and engage in music making</p> | <p>Beginning: To identify and keep a steady beat using movement, body percussion and instruments</p> <p>Within: To play at different speeds and control changes in speed when performing.</p> <p>Expected : To identify a rhythm pattern and combine with a steady beat</p> | <p>Beginning: To begin to mark beats with a 4 beat metre</p> <p>Within: To perform simple rhythms using movement and percussion</p> <p>Expected: To play different patterns of steady beat within 3 and 4 beats and matching it to a simple score</p> |
| Developing Vocabulary | I liked the bit ... because ... I didn’t like ...because I noticed that ... Moods, music, quiet , loud, dynamics, feelings, | | |
| Key People and ‘real-life’ links | A variety of composers and music artists are discussed and played to the children so they can hear the beat in music. These include.....Bach, British folk artists, Vivaldi, Traditional music from around the globe – focus on a musician each month in class Use ICT to explore beat and rhythms . | | |

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| IMPACT: | <ul style="list-style-type: none"> • Keep a steady beat using body percussion • Play instruments to keep a steady beat • To play different rhythmical patterns using untuned and tuned percussion |
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| IMPLEMENTATION | EYFS | Year 1 | Year2 |
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| LO Children will learn to explore pitch and performance | <p>The progression of music will aim to build on children’s capabilities. At Lyndhurst we provide opportunities for children to develop their sense pitch in different genres of music. They are given opportunity to compose their own music by representing sounds with shapes. Pupils learn tuned and untuned instruments and are introduced to notation and note values alongside pitch. Children will also have the chance to practise their skills through ICT equipment .</p> | | |
| | <p>Beginning: Explore a range of sound makers and instruments and play them in different ways</p> <p>Within: Sing the pitch of a tone sung by another person (‘pitch match’)</p> <p>Expected: Sing in a group or on their own, increasingly matching the pitch and following the melody</p> | <p>Beginning: To understand, identify and play high and low pitches when performing.</p> <p>Within: To contrast changes in pitch with changes in dynamics when performing a piece of music.</p> <p>Expected: To create a picture in sound</p> | <p>Beginning: To listen and respond to changes in pitch when performing.</p> <p>Within: To sing with expression, when performing, paying attention to the pitch shape of the melody</p> <p>Expected: To use musical scales , high notes and low notes in a composition</p> |
| Developing Vocabulary | <p>Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of ‘soft’) • Repeat • Rhythm • Sing • Slow • Song • Sounds</p> <p>As EYFS plus beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice pulse • recorder • score • tuned percussion • untuned percussion • volume accompany • body percussion • chime bar • chord • claves • compose • duration • percussion • phrase • pitch</p> | | |
| Key people and ‘real-life’ links | <p>Look at how composers work and create their music and create pitch using different instruments. Use ICT to demonstrate pitch with sounds</p> | | |

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| | Use the tuned and untuned percussion to explore pitch |
| IMPACT | To be able to find the pitch in different genres of music. To play tuned/untuned instruments and be able to perform simple tunes as an ensemble. To compose their own music using tuned and un tuned instruments and to perform their music to others. |