



Forever Learning: Limitless potential for every child

## Music Progression of Skills (KAPOW Scheme)

<b>Subject: Music</b>	<b>Leader: Lauren Norman (also Curriculum Lead)</b>
-----------------------	---

### Progression of skills

### Listening and evaluating

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1	
<b>Listening and responding to music</b>	<p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Using artwork or creative play as a way of expressing feelings and responses to music.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p>	<p>Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>Beginning to move in time with the beat of the music.</p> <p>Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy)</p>	<p>Confidently moving in time with the beat of the music when modelled.</p> <p>Beginning to keep movements to the beat of different speeds of music.</p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>Analysing</b>	<p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p>		<p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p>			

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Evaluating</b>	Showing preferences for certain music or sounds.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p>		Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>Cultural and historical awareness of music</b>	Listening to music from a wide variety of cultures and historical periods.		Appreciating music from a wide variety of cultures and historical periods.		
	To recognise and name at least two instruments from Groups A and B.		<p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Singing repertoire*</b>	Singing short, rhythmic rhymes and songs.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p>	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	Pupils should be taught to: <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>
<b>Singing technique</b>	<p>Using both speaking and singing voices.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p>		<p>Breathing at appropriate times when singing.</p> <p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</p>	<p>Adapting their singing voice to be loud or soft at the direction of a leader.</p> <p>Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.</p> <p>Singing part of a given song in their head (using their 'thinking voice').</p>	

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Instruments</b>	<p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p> <p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B.)</p> <p>Using instruments to begin to follow a beat, with guidance. (Group A.)</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> </ul>
<b>Posture</b>	<p>Finding a comfortable static position when playing instruments or singing.</p>		<p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Understanding notation</b>	N/A	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music.	Reading different types of notation by moving eyes from left to right as sound occurs.  To know that notation is read from left to right.		The National curriculum attainment targets for Key Stage 1 do not refer to music notation.
<b>Representing pitch</b>	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.		
			Recognising pitch patterns using dots.		
<b>Representing rhythm</b>	Developing 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 reading 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.		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of key stage 1	
<b>Stimulus and purpose</b>	Exploring and imitating sounds from their environment and in response to events in stories.	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	
<b>Improvising</b>	Exploring and imitating sounds.		Improvising simple question and answer phrases, using untuned percussion or voices.			
<b>Creating and selecting sounds</b>	Experimenting with creating sound in different ways using instruments, body percussion and voices.		Experimenting with creating different sounds using a single instrument.	Experimenting with creating loud, soft, high and low sounds.		Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.
	<p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p>		Selecting objects and/or instruments to create sounds to represent a given idea or character.			Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
<b>Sequencing</b>	Playing sounds at the relevant point in a storytelling.		Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Understanding and evaluating performance</b>	Beginning to say what they liked about others' performances.	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <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> </ul>	Offering positive feedback on others' performances.		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> </ul>
<b>Awareness of music</b>	N/A		Starting to maintain a steady beat throughout short singing performances.		
<b>Awareness of self</b>	<p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p>		<p>Keeping head raised when singing.</p> <p>Keeping instruments still until their part in the performance.</p>	<p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Beginning to acknowledge their own feelings around performance.</p>	
<b>Awareness of others</b>	<p>Performing actively as part of a group.</p> <p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>		<p>Performing actively as part of a group; keeping in time with the beat.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>	<p>Performing actively as a group, clearly keeping in time with the beat.</p> <p>Following a leader to start and end a piece appropriately.</p>	