

St John's C of E Infant School  
 Knowledge, Skills and Vocabulary Progression Map



**Music**

	<i>EYFS</i>	<i>Year 1</i>		<i>Year 2</i>	
<b>Being a Performer</b>	<p><b>Knowledge-</b> Learn nursely rhymes and other songs sung during worship.</p> <p><b>Skill-</b> singing nursery rhymes Join in with songs in the classroom, school worship and church services.</p>	<p><b>Knowledge-</b> Recognise differences between tuned and untuned instruments. Know the meaning of pitch and long and short sounds</p> <p><b>Skill-</b> Take part in singing. Play tuned and untuned instruments with control. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voices and instruments. Imitate changes in pitch. Take notice of others when I am performing.</p>		<p><b>Knowledge-</b> Understand the meaning of loud, quiet, tune/melody. Know what a performance is and how to use voice and instruments to make loud and quiet sounds.</p> <p><b>Skill-</b> Take part in singing songs, following the tune (melody) well. Use my voice to good effect. Perform with others', taking instructions from the leader. Use my voice and instruments to make loud and quiet sounds (dynamics).</p>	
<b>Key vocab</b>	Sing Song	Tuned Untuned Pitch	Long sound Short sound Instruments	Tune Melody Voice	Perform Loud quiet
<b>Being a Composer</b>	<p><b>Knowledge-</b> Know how to play different instruments and what sounds they make.</p> <p><b>Skill-</b> Explore percussion instruments and sounds and how they can be changed, tapping out of simple rhythms.</p>	<p><b>Knowledge-</b> Recognise the difference between long and short sounds. Quiet, loud and high and low. Know that symbols can be used to represent sounds. Understand that music can represent feelings and moods.</p> <p><b>Skill-</b> Copy a simple pattern of long and short sounds. Make a sequence of long and short sounds with help. Use invented or real symbols to invent and record simple rhythm patterns. Select sounds to represent different things (ideas, thoughts, feelings, moods etc). Make sounds that are very different (loud and quiet, high and low etc).</p>		<p><b>Knowledge-</b> Recognise the difference between long and short sounds. Quiet, loud and high and low. Know that symbols can be used to represent sounds. Understand that music can represent feelings and moods.</p> <p><b>Skill-</b> Copy a simple pattern of long and short sounds. Make a sequence of long and short sounds. Invent or use real symbols to invent and record simple rhythm patterns. Select sounds to represent different things (ideas, thoughts, feelings, moods etc). Make sounds that are very different (loud and quiet, high and low etc).</p>	

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<p><b>Key vocab</b></p>	<p>Instruments                  Percussion                  Rhythm                  sounds</p>	<p>Long sound                  Short sound                  Pattern                  Sequence                  Rhythm                  Loud, quiet, high, low.                  symbols</p>	<p>Long sound                  Short sound                  Pattern                  Sequence                  Rhythm                  Loud, quiet, high, low.                  symbols</p>
<p><b>Being an Appraiser</b></p>	<p><b>Knowledge-</b> Know the difference between live and recorded music.</p> <p><b>Skill-</b> Listen to and discuss a variety of recorded and live music.                  Listen to music and make their own dances in response.</p>	<p><b>Knowledge-</b> Understand the difference between fast, slow and medium tempos and hear repetition within music as well as mood.</p> <p><b>Skill-</b> Demonstrate that I can hear different moods in music with support.                  Recognise fast, medium and slow tempos with support.                  Recognise that sections of music can sound the same or different.</p>	<p><b>Knowledge-</b> Know that there are different moods in music and that it is built-up of layers using instruments. Understand the difference between a chorus and a verse.</p> <p><b>Skill-</b> Demonstrate that I can hear different moods in music.                  Recognise fast and slow tempos                  Listen carefully to music, recognising the build-up of layers, such as the different instruments.                  Recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.</p>
<p><b>Key vocab</b></p>	<p>Listen                  dance</p>	<p>Moods                  Fast, medium, Slow tempo                  repetition</p>	<p>Moods                  Fast, medium, Slow tempo                  Repetition                  Layers                  Instruments                  Verse                  chorus</p>
<p><b>Applying Knowledge and Understanding</b></p>	<p><b>Knowledge-</b> Know that music can come from all over the world and sounds different from each country.                  Understand that instruments can be used to make different sounds.</p> <p><b>Skill-</b> Begin improvising with instruments. Listen to songs from different genres and cultures.</p>	<p><b>Knowledge-</b> Know that instruments can be played in different ways and some can be played in more than one way. Understand that the way an instrument is played effects the sounds we hear and that this includes the way we use our voices.</p>	<p><b>Knowledge-</b> Know that instruments are made of different materials and can be played in different ways and some can be played in more than one way. Understand that the way an instrument is played effects the sounds we hear and that this includes the way we use our voices.</p> <p><b>Skill-</b> Make sounds with a slight difference.</p>

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		<p><b>Skill-</b> With help, make sounds with a slight difference.                  Use my voice in different ways to create different effects.                  Explore different ways to play instruments such as shaking, hitting, plucking and scraping.                  Listen out for different types of sounds, with help.</p>	<p>Use my voice in different ways to create different effects. Explore different sound materials such as skin, wood, metal and clay.                  Explore different ways to play instruments such as shaking, hitting, plucking and scraping.                  Use different sounds to create an effect.                  Listen for different types of sounds.</p>
<b>Key vocab</b>	Instruments Songs Cultures genres	Sounds Voice Shaking, hitting, plucking, scraping.	Sounds Materials Shaking, hitting, plucking, scraping. Listening voice
<b>When I am a musician I can.....</b>	<ul style="list-style-type: none"> <li>• know simple songs by heart</li> <li>• make sounds</li> <li>• follow a rhythmic pattern</li> <li>• explore sounds instruments make</li> <li>• perform to an audience</li> <li>• listen to music made by others</li> </ul>	<ul style="list-style-type: none"> <li>• know songs by heart</li> <li>• use instruments to make long, short, high low sounds</li> <li>• follow a rhythmic pattern</li> <li>• listen to and appreciate the music of others.</li> <li>• know at least one piece of music by a famous musician</li> </ul>	<ul style="list-style-type: none"> <li>• know and perform a variety of songs</li> <li>• select and play an instrument for a specific purpose</li> <li>• copy a pattern of music using short and long sounds</li> <li>• use symbols to create a piece of music.</li> <li>• know and evaluate at least one piece of music by a famous musician.</li> </ul>