



Music Progression of Non-negotiable Knowledge and Skills

At Broadway Infant School we use the "Sing Up Music" programme. This is used as a guide to ensure curriculum coverage and progression of skills and knowledge alongside this document. Teachers are also given the freedom to use their professional judgement when planning and teaching to deliver the national curriculum.

Singing			
Year Group	NC Objectives / EYFS – ELG's	Skills/Knowledge	Vocabulary
EYFS	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> • To know that call and response songs require listening and repeating by matching pitch and tune. • To know that songs can be recorded and listened back to. • To match the pitch sung by another. • Perform solo or in groups. • Sing entire simple songs. • Sing in melody • Record singing. 	<p>Pitch Melody</p>
1		<ul style="list-style-type: none"> • To know simple songs and chants from memory. • Follow simple visual directions from a conductor. • Know the importance of warming up their voice. • Sing collectively at the same pitch and respond to visual directions. • Sing entire simple songs with a small pitch range. • Sing a range of call and response songs with controlled pitch. • Hold the correct posture to sing. 	<p>Pitch Melody Conductor Posture</p>
2	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<ul style="list-style-type: none"> • Know and respond simple directions and simple visual symbols from a conductor. • Know the importance of warming up their voice. • Sing songs regularly with a pitch range and increasing vocal control. • Sing songs matching pitch accurately. • Hold the correct posture to sing, creating an unforced yet focussed sound. • Demonstrate an awareness of audience. • Sing songs in two parts. • Sing short phrases independently within a song or game. 	<p>Pitch Melody conductor Dynamics Tempo Crescendo Decrescendo</p>

		Listening	
Year Group	NC Objectives / EYFS – ELG's	Skills/Knowledge	Vocabulary
EYFS	<p>Listen attentively and respond to what they hear with relevant questions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<ul style="list-style-type: none"> • Know that objects, people and environments can be represented by sounds. • Know that there are different genres of music and can represent emotions. • Know that tempo can change throughout a piece of music. • Identify how a piece of music makes them feel. • I can describe changes in music I can hear. • I can describe the sounds I can hear and begin to compare it to other music I have heard. • I can begin to give my opinions on music I have heard 	<p>Genre</p> <p>Tempo</p>
1	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<ul style="list-style-type: none"> • Know that music originates from many cultures. • Know that people have different experiences listening to different styles of music. • Understand that people have different opinions and begin to communicate this. • Share my knowledge and understanding of stories, origins and context of music. • Listen to music with sustained concentration • Listen critically to the music and sounds I can hear. • Discuss feelings and emotions linked to different music. • Use correct musical language when describing a piece of music. • I can find the pulse when listening to music. 	<p>Culture</p> <p>Pulse</p> <p>Beat</p> <p>Rhythm</p> <p>Tempo</p> <p>Genre</p> <p>Pitch</p>
2		<ul style="list-style-type: none"> • Know that different music originates from different cultures. • Know that performances can be recorded and listened back to. • Know that different people have different experiences when listening to different styles of music. • Know that you can identify the instruments and different types of sounds when listening closely. • Share knowledge and understanding of stories, origins and context of music. • Listen with concentration and understanding. 	<p>Culture</p> <p>Origins</p> <p>Pulse</p> <p>Beat</p> <p>Rhythm</p> <p>Dynamics</p> <p>Tempo</p> <p>Genre</p> <p>Pitch</p>

		<ul style="list-style-type: none">• Confidently give my opinion on music and use correct musical language.• I can mark the beat and recognise the tempo and any changes in tempo within the piece of music.• I can respond to pitch changes heard in a melodic phrases and indicate this with actions.	
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Composing			
Year Group	NC Objectives / EYFS – ELG's	Skills/Knowledge	Vocabulary
EYFS	Invent, adapt and recount narratives and stories with peers and their teachers.	<ul style="list-style-type: none"> • Know that untuned instruments can be played differently to make different sounds. • Know that music can be created based on a theme. • Know that songs can be recorded and listened back to. • Know that sounds can be represented with shapes and mark makings. • Create music based on a theme. • Use recording devices to record sounds. • Create a rhythm using body percussion and untuned instruments. • Begin to draw the sound of an instrument. 	rhythm instrument untuned recorded
1	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> • Know that different sounds can be combined to create a short sequence or story. • Recognise and name a range of untuned instruments. • Recognise that graphic notation can represent created sounds. • Improvise simple vocal chants • Create musical sound effects and short sequences of sounds. • Choose and use an untuned instrument based on the sound it makes for the story/scene I am creating. • Invent, retain and recall rhythm and patterns, performing them for others. • Follow simple graphic notation. • Explore and invent my own symbols to represent different sounds. 	Rhythm Pulse improvising
2		<ul style="list-style-type: none"> • Know that untuned percussion instruments make an unpitched sound when hit, shaken or scraped. • Know that dot and stick notation are visual symbols used to represent musical notes and chords. • Know that and use technology can be used to capture, change and combine sounds. • Create music in response to a non-musical stimulus. 	Rhythm Pulse Improvising Musical notes chords

		<ul style="list-style-type: none">• Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion instruments.• Use graphic symbols and dot and stick notation to keep a record of composed pieces.• Create short sequences using tuned and untuned musical instruments.• Follow, play and perform a sequence following a graphic notation.• Invent, retain and recall rhythm and patterns and perform these to others.	
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Musicianship & Performing			
Year Group	NC Objectives / EYFS – ELG's	Skills/Knowledge	Vocabulary
EYFS	Perform songs, rhymes, poems and stories with others – when appropriate – try to move in time with music.	<ul style="list-style-type: none"> • Know that beat and rhythm can change throughout the piece of music. • Know that words have rhythms through the form of syllables. • Know that untuned instruments can be played quietly and loudly. • Know that untuned instruments can be played in different ways to create different sounds. • Keep a steady beat whilst playing an untuned instrument or body percussion. • Tap a rhythm to accompany words. • Play along with a rhythm and beat I am singing or music am listening to. 	Rhythm Beat Body percussion
1	<p>Play tuned and un-tuned musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<ul style="list-style-type: none"> • Walk, move or clap a steady beat, changing the tempo as the music changes. • Use body percussion and classroom percussion to play repeated rhythm patterns. • Play short pitched patterns on untuned instruments. • Respond to the pulse in music using movement and dance. • Perform short, copycat rhythms following partner or teacher accurately. • Keep in time with a steady beat. • Create, retain and form word pattern chants. • Listen to sounds in the local environment and compare pitch • Sing familiar songs in both high and low voices and talk about the differences in sound. • Explore percussion instruments to enhance storytelling. • Follow pictures and symbols to guide singing and playing. 	Pulse Beat Tempo Body percussion Pitch Rhythm
2		<ul style="list-style-type: none"> • Know that pitch can change in short melodic phrases. • Walk in time to the beat of a piece of music or song. • Recognise the tempo and identify changes I can hear. • Begin to group beats in twos and threes by tapping knees on the first beat and clapping on the remaining beats. 	Untuned instruments Tempo Pulse Crotchet

		<ul style="list-style-type: none">• Play copycat rhythms by copying the leader.• Invent rhythms for others to copy, including using untuned percussion.• Create rhythms using word phrases as a starting point.• Read and respond to chanted rhythm patterns and represent them with stick notation, including crotchets, quavers and rests.• Create and perform my own chanted rhythm and sequence of sounds.• Play a range of singing games, matching my voice accurately.• Recognise dot notation and match it to 3 note tunes played on tuned percussion.	Quaver Percussion Rest
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