

	EYFS		Year 1		Year 2	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Listen and Respond	<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes 	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea
Explore and Create	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. 		<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals 		<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments 	
Singing	<ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. To know that Songs have sections. 	<ul style="list-style-type: none"> To sing along with a pre-recorded song and add actions. To sing along with the backing track. 	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader

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Share and Perform	<ul style="list-style-type: none"> • To know that a performance is sharing music 	<ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about. 	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. Composing is like writing a story with music • Everyone can compose 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class • Composing is like writing a story with music • Everyone can compose 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary.
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