



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Music

At Barnett Wood Infant School, we believe that high-quality Music lessons inspire children to be creative and to think and act as musicians. By teaching the subject discretely, we develop children with essential knowledge and skills in order to help them to become musicians. Children have opportunities to develop a sense of rhythm, sing new and familiar songs and learn an instrument.

Early Years Foundation Curriculum

In EYFS, historical learning begins in 'Being Imaginative and Expressive' where children begin to invent, adapt and recount stories whilst singing a range of well-known nursery rhymes and songs. Children have the opportunity to perform songs, rhymes, poems and stories with others and (when appropriate) and begin to move in time with music. Singing and music are an essential part of any primary curriculum, and it is within the capability of every teacher in every school to deliver great music lessons.

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

'Being Imaginative and Expressive'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their musical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

ELGs:

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
- Make comments about what they have heard and ask questions to clarify their understanding.



Barnett Wood Infant School

Progression of Knowledge and Skills Document



National Curriculum Programme of Study for Key Stage 1

Statutory guidance states that by the end of KS1:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Model Music Curriculum

The 2021 Model Music Curriculum (MMC) sits at the heart of the Government's agenda for supporting curriculum music in schools during Key Stages 1, 2 and 3. The curriculum development has been teacher led, with input from leading musicians and education sector bodies. The MMC is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met. By setting out a model of how the curriculum can be delivered, it offers guidance and ideas for teachers, and provides a springboard from which to approach teaching.

The aim of the MMC is to ensure a universal provision of music education, for all pupils in all schools. In time and resources, this provision is as follows:

- At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week
- The guidance covers the skills of singing, composing, listening and performing – individually and collectively – and applies across the curriculum in Key Stages 1 and 2.

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and knowledge. Key knowledge, or inter-related dimensions of music – rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure, is taught



Barnett Wood Infant School

Progression of Knowledge and Skills Document



discretely and then applied to the other components of the curriculum: performing, composing, appreciating and developing an understanding of the history of music. Substantive concepts are concepts that children will come across repeatedly throughout their education in Music. They are words that are hard to define in one definition as they mean slightly different things in different contexts. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout Music. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in Music to better explain what they mean.

Disciplinary Knowledge

Disciplinary knowledge is knowledge about how knowing how to apply this knowledge in practice to control sounds and create music. It includes all the skills that children will need to develop over time in their Music lessons. The application and interpretation of substantive knowledge (the inter-related dimensions of music) is described as disciplinary knowledge.

Children learn about technical elements of music as they progress through school. Their knowledge of the technical elements of music become increasingly complex and deep as they return to them regularly at each stage of their learning.

Technical knowledge in music includes:

- The accurate production of sounds using the voice, an instrument or music technology.
- The ability to use staff notation and other systems such as learning by ear or chord symbols for the communication of music.
- Children also gain constructional knowledge and understand of the musical elements used in performance, composition and listening.
- This includes knowledge about the components of composition: what we need to include in compositions and how we put a composition together.

Finally, children gain expressive knowledge about musical quality in performance, composition and listening. So, for example, they learn how to add tone and expression to their performance by varying the use of dynamics. This improves the quality of their musical performance. By studying composers, they find out about how the expressive knowledge composers use in their music and compositions too. In our school, we study a breadth of composers to expose children to a wealth of musical experiences from across the world and throughout history. This includes popular music, classical music and musical from around the world.



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Adapting the curriculum for pupils with SEND in Music

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, Music learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such as simplified knowledge organisers, vocabulary banks, additional visual stimuli or adult support.
- Hands on experiences are provided for all pupils, using a range of instruments.



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Music

	EYFS	Year 1	Year 2	Year 3
Substantive Knowledge				
Musicianship: Understanding Music	- Children identify differences between sounds - Develops comparative language: longer/shorter; higher/ lower; louder/quieter	- Find and keep a steady beat together. - Understand the difference between creating a rhythm pattern and a pitch pattern.	- Sing short phrases independently. - Find and keep a steady beat together. - Understand the difference between creating a rhythm pattern and a pitch pattern.	Understanding in the group. Start improvising using one or two notes.
	Key Vocabulary: Pulse Dynamics Pitch Rhythm Timbre longer/shorter; higher/ lower; louder/quieter	Key Vocabulary: Pulse Rhythm Structure Timbre	Key Vocabulary: Pitch Pulse Rhythm Tempo Timbre	Key Vocabulary: Pulse Pitch Rhythm Dynamics Tempo Timbre Texture Structure
Singing	- To sing nursery rhymes and simple songs from memory. - Songs have sections	To confidently sing at least five songs from memory and sing them in unison.	- 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.	- Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other - To know why you must warm up your voice
	Key Vocabulary: Pulse Dynamics Pitch Rhythm Timbre	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:



Barnett Wood Infant School

Progression of Knowledge and Skills Document



		Pulse Rhythm Tempo Dynamics Timbre Articulation Pitch	Pulse Rhythm Structure Tempo Pitch Pulse Timbre	Pulse Pitch Rhythm Dynamics Tempo Timbre Texture Structure
Listening: Respond/Analyse	- To know nursery rhymes off by heart. - To know the stories of some of the nursery rhymes.	- 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.	- 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.	- To know five songs from memory and who sang them or wrote them. - To know the style of the five songs. - To choose one song and be able to talk about: Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song
	Key Vocabulary: Pulse Dynamics Pitch Rhythm Timbre	Key Vocabulary: Pulse Rhythm Tempo Dynamics Timbre	Key Vocabulary: Pulse Rhythm Structure Tempo Pitch Timbre Dynamics	Key Vocabulary: Pulse Pitch Rhythm Dynamics Tempo Timbre Texture Structure
Notation and Playing Instruments	- Creating simple musical notation - Following simple musical notation	- 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.	- 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	The instruments used in class (a glockenspiel, a recorder)
	Key Vocabulary: Pulse Dynamics Pitch Rhythm Timbre	Key Vocabulary: Pulse Rhythm Structure Timbre Articulation Dynamics Tempo Timbre Pitch	Key Vocabulary: Dynamics Pulse Rhythm Timbre Structure	Key Vocabulary: Pulse Pitch Rhythm Dynamics Tempo Timbre Texture Structure



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Creating, Improvising and Composing	• 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. • To use simple composition	• To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that composing is like writing a story with music. • To use simple composition	• 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 • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that you can use one or two notes to improvise. • To know that composing is like writing a story with music. • To use simple composition	• Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)
	Key Vocabulary: Pulse Dynamics Pitch Rhythm Timbre	Key Vocabulary: Pulse Rhythm Tempo Dynamics Structure Articulation Timbre Pitch	Key Vocabulary: Pulse Rhythm Structure Tempo	Key Vocabulary: Pulse Pitch Rhythm Dynamics Tempo Timbre Texture Structure



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Performing	• Take part in a performance, sharing music	• Take part in a performance, sharing music • Enjoy and have fun performing. • Choose a song/songs to perform to a well-known audience. • Prepare a song to perform.	• Take part in a performance, sharing music with an audience • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.	• Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music
------------	---	--	--	--



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Music

	EYFS	Year 1	Year 2	Year 3
Disciplinary Knowledge				
Musicianship: Understanding Music	- Creating sound-makers from natural objects and the outdoor environment - Exploring sound effects and creating simple musical patterns and accompaniments - Develops rhythm and rhyming skills - Builds understanding of structure Develops awareness of arts and performance (e.g. dance, music) Builds knowledge of instruments	- Use body percussion, instruments and voices. - In the key centres of: C major, F major, G major and A minor. - Copy back simple rhythmic patterns using long and short. - Copy back simple melodic patterns using high and low. - Complete vocal warm-ups with a copy back	- Use body percussion, instruments and voices. - In the key centres of: C major, G major and A minor. Find and keep a steady beat. - Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. - Complete vocal warm-ups with a copy back option to use	When you talk try to use musical words.



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Singing	- To sing along with a pre-recorded song and add actions. - To sing along with the backing track.	- 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	- 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.	- To sing in unison and in simple two-parts. - To demonstrate a good singing posture. - To follow a leader when singing. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. - To have an awareness of the pulse internally when singing.
Listening: Respond/Analyse	- To learn that music can touch your feelings. - To enjoy moving to music by dancing, marching, being animals or Pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	- 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.	- To confidently identify and move to the pulse. - To think about what the words of a song mean. - To take it in turn to discuss how the song makes them feel. - Listen carefully and respectfully to other people's thoughts about the music.
Notation and Playing Instruments	- Treat instruments carefully and with respect. - Listen to and follow musical instructions from a leader.	- Treat instruments carefully and with respect. - Play a tuned instrumental part with the song they perform. - Begin to learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a onenote part, a simple part, medium part). - Listen to and follow musical instructions from a leader.	- 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.	- To treat instruments carefully and with respect. - Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. - To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical instructions from a leader.



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Creating, Improvising and Composing	• Using an iPad or tablet to select and play songs • Songs and composition activities inspired by seasons and nature	• Listen and clap back, then listen and clap your own answer (rhythms of words) • Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes • Take it in turns to improvise using one or two notes. • Rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes. • 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.	• Listen and clap back, then listen and clap your own answer (rhythms of words) • Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes • Take it in turns to improvise using one or two notes. • Rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes. • 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.	• Pitch Copy Back and Vocal Warm-ups • Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. • Using instruments, listen and play your own answer using one note. • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
-------------------------------------	--	---	--	--



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Performing	• 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.	• Communicate the meaning of the song. • Add actions to the song. • Play some simple instrumental parts.	• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. • Talk about what the song means and why it was chosen to share. • Talk about the difference between rehearsing a song and performing it.	• To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.
------------	--	--	--	---