

Brough Primary School – Progression in Music Skills EYFS & KS1



Information given is for each of three generic phases, listening and appraising, listening and responding (including performance) and composing. Our music school-wide focus is on year group performances, learning songs from memory.

and gaining an understanding of...

<p style="text-align: center;">Phase 1 EYFS</p>	<p style="text-align: center;">Phase 2 Years 1 and 2</p>
<p>Instrumental Music & Performance</p> <ul style="list-style-type: none"> ● Children explore instruments and begin to name them ● Children play instruments to a simple beat ● Children select their own instrument & play in time to music ● Children know how to use a wide variety of instruments <p>Notation & Composition</p> <ul style="list-style-type: none"> ● Children are beginning to write their own compositions using symbols, pictures or patterns ● Children can write four bars (grid squares) of music using crotchets and quavers play these accurately on a drum <p>Singing</p> <ul style="list-style-type: none"> ● Children can sing in a group, trying to keep in time ● Children can sing in a group, trying to match pitch and melody <p>Listening & Appraising</p> <ul style="list-style-type: none"> ● Children respond to music ● Children can talk about how the music makes them feel ● Children understand emotions through music and can identify them 	<p>Instrumental Music & Performance</p> <ul style="list-style-type: none"> ● Children can hold an ocarina correctly and play the first five notes accurately with good technique ● Children can play the ocarina in time to a backing track while following the music ● Children perform in front of an audience <p>Notation & Composition</p> <ul style="list-style-type: none"> ● Y1: Children can clap and play crotchets, quavers and rests ● Y1: Children can compose and perform a basic 4-bar rhythm, using a single-line stave accurately, using crotchets, quavers and their relevant rests on the ocarina ● Y2: Children can clap and play crotchets, quavers, minims & semibreves and their rests on their ocarinas, with dynamics ● Y2: Children can compose a basic 4 - 8-bar rhythm using a single-line stave <p>Singing</p> <ul style="list-style-type: none"> ● Y1: Children can use their voice to sing with a good sense of pitch ● Y2: Children can use their voice to sing with a good sense of pitch and with expressions and understand the importance of good posture

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Musical Knowledge

- Children are able to name a wide variety of instruments
- Children can change the tempo (speed) and dynamics (soft - loud) when playing

Key Vocabulary - Dimensions of music:

- ❖ structure
- ❖ pitch
- ❖ melody
- ❖ tempo
- ❖ rhythm
- ❖ dynamics
- ❖ crotchet
- ❖ quaver
- ❖ rest

Listening & Appraising

- Y1: Children can use basic musical vocabulary when exploring why they do or do not like a piece of music
- Y1: Children can improve their own performance and posture using their speaking and listening skills
- Y2: Children can use basic vocabulary when explaining whether they like or dislike a piece of music
- Y2: Children can improve their own and others' performances posture or a technique using their speaking and listening skills

Musical Knowledge

- Y1: Children can name simple musical symbols and words with some degree of meaning
- Y2: Children can explain what dynamics are and understand the Italian meaning
- Y2: Children can name musical symbols and words and start to associate meanings to them

Key Vocabulary

- ❖ *Pulse*
- ❖ *Rhythm*
- ❖ *Pitch*
- ❖ *Duration*
- ❖ *Tempo*
- ❖ *Beat*
- ❖ *crotchet*

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	<ul style="list-style-type: none">❖ <i>quaver</i>❖ <i>minim</i>❖ <i>semibreve</i>❖ <i>rest</i>
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