



**Music- Sing up**  
**Progression of Knowledge and Skills**



| Term   | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Autumn | <p><i>I've got a grumpy face (Unit 1)</i></p> <ul style="list-style-type: none"> <li>• I can make up new words and actions about different emotions and feelings.</li> <li>• I can explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• I can sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• I can mark the beat of the song with actions.</li> </ul> <p><i>The Sorcerer's Apprentice (Unit 2)</i></p> <ul style="list-style-type: none"> <li>• I can explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• I can identify and describe contrasts in tempo and dynamics.</li> <li>• I can begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower).</li> <li>• I can respond to music in a range of ways (e.g. movement, talking, writing).</li> </ul> | <p><i>Menu song (Unit 1)</i></p> <ul style="list-style-type: none"> <li>• I can listen and move in time to the song.</li> <li>• I can sing the cumulative song from memory, remembering the order of the verses.</li> <li>• I can play classroom instruments to accompany the song.</li> <li>• I can compose and devise a dramatic group performance using props and kitchen sound-makers.</li> </ul> <p><i>Colonel Hathi's March (Unit 2)</i></p> <ul style="list-style-type: none"> <li>• I can use music to march to using tuned and untuned percussion.</li> <li>• I can respond to musical characteristics through movement.</li> <li>• I can describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</li> </ul> | <p><i>Tony Chesnut (Unit 1)</i></p> <ul style="list-style-type: none"> <li>• I can listen and improvise rhythms along to a backing track using the note C or G.</li> <li>• I can compose call-and-response music.</li> <li>• I can play a melody on a tuned percussion instrument.</li> <li>• I can sing with good diction.</li> <li>• I can recognise and play echoing phrases by ear.</li> </ul> <p><i>The carnival (Unit 2)</i></p> <ul style="list-style-type: none"> <li>• I can select instruments and compose music to reflect an animal's character.</li> <li>• Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>• Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>• Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low)</li> </ul> |

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| <b>Vocabulary</b> | timbre, beat, pitch contour, musical storytelling, louder/quieter, faster/slower, higher/lower, timbre, (step/leap), timbre.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | duration, structure, tempo, texture, pitch, timbre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | timbre, tempo, dynamics, pitch, classical music, beat, rhythm, melody, echo, call-and-response, tuned, untuned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Spring</b>     | <p><i>Witch, Witch (Unit 3)</i></p> <ul style="list-style-type: none"> <li>I can make up a simple accompaniment using percussion instruments.</li> <li>I use the voice to adopt different roles and characters.</li> <li>I can match the pitch of a four-note (la-so-mi-do) call-and-response song.</li> </ul> <p><i>Row, row, row your boat (Unit 4)</i></p> <ul style="list-style-type: none"> <li>I can make up new lyrics and vocal sounds for different kinds of transport.</li> <li>I can sing a tune with 'stepping' and 'leaping' notes.</li> <li>I can play a steady beat on percussion instruments.</li> </ul> | <p><i>Magical Musical Aquarium (Unit 3)</i></p> <ul style="list-style-type: none"> <li>I can experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>I can sing a unison song rhythmically and in tune.</li> <li>I can play percussion instruments expressively, representing the character of their composition.</li> <li>I can listen to 'Aquarium', reflecting the character of the music through movement.</li> </ul> <p><i>Dawn from Sea Interludes (Unit 5)</i></p> <ul style="list-style-type: none"> <li>I can sing a simple singing game, adding actions to show a developing sense of beat.</li> <li>I can listen actively by responding to musical signals and musical themes using appropriate movement.</li> <li>I can create a musical movement picture.</li> </ul> | <p><i>Composing music by birdsong (Unit 3)</i></p> <ul style="list-style-type: none"> <li>I can invent simple patterns using voices, body percussion, and then instruments.</li> <li>I can follow signals given by a conductor/leader</li> <li>I can structure compositional ideas into a bigger piece.</li> <li>I can improvise solos using instruments.</li> </ul> <p><i>Orawa (Unit 5)</i></p> <ul style="list-style-type: none"> <li>I can improvise and compose, structuring short musical ideas to form a larger piece.</li> <li>I can sing and play, performing composed pieces for an audience.</li> <li>I can listen and appraise, with focus and attention to details, recalling sounds and patterns.</li> </ul> |
| <b>Vocabulary</b> | percussion, pitch, character, lyrics, beat, pulse, tempo, perform                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | timbre, unison, percussion, beat, pulse, rhythm, echo, pitched, unpitched, listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | pattern, instrumental, solo, composition, crotchet, quaver, stick notation, compose, perform, appraise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Summer</b>     | <p><i>Bird Spotting- Cuckoo Polka (Unit 5)</i></p> <ul style="list-style-type: none"> <li>I can explore the range and capabilities of voices through</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><i>Drawing and dancing to Nautilus (Unit 7)</i></p> <ul style="list-style-type: none"> <li>I can perform actions to music, reinforcing a sense of beat.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Trains (Unit 6)</i></p> <ul style="list-style-type: none"> <li>I can begin to understand duration and rhythm notation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                   | <p>vocal play.</p> <ul style="list-style-type: none"> <li>• I can develop a sense of beat by performing actions to music.</li> <li>• I can develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• I can enjoy moving freely and expressively to music.</li> </ul> <p><i>Shake my sillies out (Unit 6)</i></p> <ul style="list-style-type: none"> <li>• I can create a sound story using instruments to represent different animal sounds/movements.</li> <li>• I can sing an action song with changes in speed.</li> <li>• I can play along with percussion instruments.</li> <li>• I can perform the story as a class.</li> <li>• I can listen to music and show the beat with actions.</li> </ul> | <ul style="list-style-type: none"> <li>• I can respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>• I can develop awareness of duration and the ability to move slowly to music.</li> <li>• I can create art work, drawing freely and imaginatively in response to a piece of music</li> </ul> <p><i>Cat and mouse (Unit 8)</i></p> <ul style="list-style-type: none"> <li>• I can create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</li> <li>• I can attempt to record compositions with stick and other notations.</li> <li>• I can sing and chant songs and rhymes expressively.</li> <li>• I can listen and copy rhythm patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• I can structure musical ideas into a whole-class composition.</li> <li>• I can learn a simple rhythm pattern and perform it with tempo and volume changes.</li> <li>• I can learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</li> <li>• I can follow signals from a conductor.</li> <li>• I can listen to and analyse four pieces of music inspired by travel/vehicles</li> </ul> <p><i>Charlie Chaplin (Unit 8)</i></p> <ul style="list-style-type: none"> <li>• I can compose a soundtrack to a slip of a silent film.</li> <li>• I understand and use notes of different duration.</li> <li>• I understand and use notes of different duration.</li> <li>• I understand and use dynamics.</li> </ul> |
| <b>Vocabulary</b> | lyrics, actions, melody, pitch, call-and-response, tempo, classical, tuned, compose, respond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | percussion, improvise, symbol, pulse, duration, chant, stick notation, notation, compose, rhythm pattern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | duration, rhythm, notation, tempo, conductor, quavers, crotchet, pulse, dynamics, compose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |