



Music Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, we aim to make music enjoyable for all children. We give them the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others. The children will learn about pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Westfields Infant School, we inspire our children through the music curriculum, which we have developed based on the [Statutory Framework for the Early Years Foundation Stage](#) where musical knowledge and skills are evident through 'Being Imaginative and Creative' in Expressive Art & Design and the [National Curriculum for Music](#).

Early Learning Goals – Expressive Arts and Design

Being Imaginative and Expressive ELG

- 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.

The National Curriculum for Music – Years 1 and 2

The National Curriculum for Music aims to ensure that all pupils:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

SKILLS	Progression of Skills		
	Reception	Year 1	Year 2
Listen and Appraise	<ul style="list-style-type: none"> • Listen and respond to different styles of music. • Learn that music can touch your feelings. • Enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> • Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> • Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • Learn how songs can tell a story or describe an idea.
Singing	<ul style="list-style-type: none"> • Learn to sing nursery rhymes and action songs. • Sing along with a pre-recorded song and add actions. 	<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 	<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

	<ul style="list-style-type: none"> Sing along with the backing track. 	<ul style="list-style-type: none"> rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader
Playing	<ul style="list-style-type: none"> Improvise leading to playing classroom instruments. 	<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"> 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.
Improvisation	<ul style="list-style-type: none"> Improvise with body and classroom instruments. 	<ul style="list-style-type: none"> Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.
Composition		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.
Performance	<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"> Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. Record the performance and comment on each other's performances.

KNOWLEDGE	Progression of Knowledge		
	Reception	Year 1	Year 2
Listen and Appraise	<ul style="list-style-type: none"> Know there are different styles of music. Know about funk music Know over 10 nursery rhymes off by heart. Know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> Know 5 songs off by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> Know more than five songs off by heart. Know some songs have a chorus or a response/answer part. Know that songs have a musical style.
Singing	<ul style="list-style-type: none"> Know there are many different nursery rhymes and action songs. Know and identify songs with high and low sounds. 	<ul style="list-style-type: none"> Sing or rap confidently five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> Know and sing confidently more than five songs from memory. Know that unison is everyone singing at the same time.

	<ul style="list-style-type: none"> • Sing or rap nursery rhymes and simple songs from memory. • Know that songs have sections. 		<ul style="list-style-type: none"> • Know that songs include other ways of using the voice e.g. rapping (spoken word). • Know why we need to warm up our voices.
Playing	<ul style="list-style-type: none"> • Know how to hold and play simple class musical instruments. 	<ul style="list-style-type: none"> • Know the names of the notes in their instrumental part from memory or when written down. • Know the names of the instruments they are playing. 	<ul style="list-style-type: none"> • Know 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.
Improvisation	<ul style="list-style-type: none"> • Know that improvising is making choices about what to play and when using the knowledge learnt so far. 	<ul style="list-style-type: none"> • Know that improvisation is about making up your own tunes on the spot. • Know that everyone can improvise. 	<ul style="list-style-type: none"> • Know that improvisation is making up your own tunes on the spot. • Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Know that everyone can improvise and you can use one or two notes.
Composition	<ul style="list-style-type: none"> • Know that composition is making own music using the skills taught so far 	<ul style="list-style-type: none"> • Know that composing is like writing a story with music. • Know that everyone can compose. 	<ul style="list-style-type: none"> • Know that composing is like writing a story with music. • Know that everyone can compose.
Performance	<ul style="list-style-type: none"> • Know that a performance is sharing music. 	<ul style="list-style-type: none"> • Know that a performance is sharing music with other people which is called an audience. 	<ul style="list-style-type: none"> • Know that a performance can be a special occasion and involve a class, a year group or a whole school. • Know that an audience can include your parents and friends.