MUSIC curriculum progression document: Early Years with links to KS1/Y1

| **Key concepts (Trust intent/nc)** → <br><br>*Key driver: Oracy* | **Perform/listen/review** | **Sing & use voices** | **Explore how music is created** |
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| **KS1 (Y1)**<br>Composite knowledge | • listen with concentration and understanding to a range of high-quality live and recorded music | • use their voices expressively and creatively by singing songs and speaking chants and rhymes | • play tuned and untuned instruments musically<br>• experiment with, create, select and combine sounds using the interrelated dimensions of music |
| **Early Years**<br>Composite knowledge (by end of EYFS) | **ELG: Being imaginative and expressive:** (music element) sing a range of well known nursery rhymes and songs<br>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music<br><br>Brettenham - make sounds with instruments – scrape, hit, shake. Start/stop/play softly/loudly? | | |
| **Early Years – key learning experiences (adult led and continuous provision)** (component knowledge). Music Capital in red | | | |
| | **Perform/listen/review** | **Sing** | **Explore** |
| **Reception**<br><br>Opportunities to **revisit** learning and **practise skills** in continuous provision inside and outside – all year groups – music areas and stages for performance | DM listen attentively, move to and talk about music …<br>Explore and engage in music making ….<br>Performing solo or in groups<br><br>Introduce children to different music from around the world, including traditional and folk music from Britain<br><br>Outdoor music area and stage | DM – sing in a group or on their own increasingly matching pitch and following the melody<br><br>Song time (term songs to learn by heart – see planning)<br>Song sacks – adult at song time & available for children to use independently<br>Call and response songs (e.g. Kumala vista)<br><br>Sing songs during everyday routines (washing hands, tidy up, get into circle)<br><br>Music and movement sessions – during Dance/PE | Music area outside – range of instruments (adults to join in and support/extend)<br><br>Get musicians in for children to listen to. |

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| **Nursery** | Outdoor stage (with mic and instruments) | DM remembers and sing entire songs linked to Nursery rhymes of the week and daily song time.<br><br>Sing songs during everyday routines (washing hands, tidy up, get into circle) | DM play instruments with increasing control to express feelings or ideas<br><br>Music areas in and out – range of instruments (adults to join in and support/extend)<br><br>Musicians visit with guitar |
| **Educational Programme – Expressive arts and design** | The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | |
| **Vocabulary** | TWOs | Nursery | Reception |
| | Shaker, Dance, Action, Song, Copy, Instrument, Sound, Listen, Noise | Movement, Microphone, Singing voice, Quiet, Soft, Loud, Speed, Slow, Fast, **Shake**, **Scrape**, **Bang** | Folk song, Rhythm, Pulse, Solo, Pitch, Tempo, Melody, Guitar, Percussion. **Shake**, **Scrape**, **Bang** |