



Kingmoor Nursery and Infants School  
Music Progression, Coverage and Vocabulary Overview



**Music: ELG**

**Children at the expected level of development will:**

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others.
  - Try to move in time with music

**(3-4 years)**

Singing (Using Voices)	Playing/Musicianship	Composing (Experiment with sounds)	Listening (with concentration)
<ul style="list-style-type: none"> <li>• Can remember and sing entire songs.</li> <li>• Can create their own songs and sing to self, making up simple songs.</li> <li>• Can sing the melodic shape of familiar songs.</li> <li>• Can match the pitch of a tone sung by another person.</li> </ul>	<ul style="list-style-type: none"> <li>• Can play instruments with increasing control.</li> <li>• Plays instruments to express their feelings and ideas.</li> <li>• Plays instruments softly/loudly and quietly.</li> <li>• Can use accurate names for simple instruments e.g. drum, tambourine, bells.</li> <li>• Can experiment with different parts of their bodies and different parts of instruments to make different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sounds both on their own and with others linked to a specific stimulus.</li> <li>• Can create sounds, movements and drawings to accompany stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Can begin to show interest in others' performances.</li> <li>• Can join in with repeated refrains and anticipate key events and phrases in rhymes, songs and stories.</li> <li>• Can respond to what they have heard, expressing thoughts and feelings with increasingly accurate vocabulary, e.g. 'That was a very loud instrument'.</li> <li>• Can express preferences about different types of music/performance.</li> </ul>

**(In Reception)**

Singing	Playing/Musicianship	Composing	Listening
<ul style="list-style-type: none"> <li>• Is able to sing in a group or on their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to keep a steady beat and move in time to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates their own music.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to talk about music they listen to and that is performed live.</li> </ul>

**Music: End of Key Stage One National Curriculum Expectations**

Singing	Playing/Musicianship	Composing	Listening
<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>

Music Yearly Coverage, Progression and Planning

		Year 1				Year 2			
Autumn 1	<p><b>A - Singing:</b></p> <p>Being together in music.</p> <p>Control the voice – nursery rhymes.</p>	<p><b>Core knowledge vocabulary:</b></p> <p>Breath</p> <p>Choir</p> <p>Conductor</p> <p>Lyrics</p> <p>Melody</p> <p>Nursery rhyme</p> <p>Rhyme</p> <p>Storyline</p> <p>Volume</p>	Week 1	<p>Teach pupils about the structures and features of different nursery rhymes.</p> <p>Copy back simple songs and melodies.</p> <p>Sing traditional nursery rhymes as a group.</p> <p>Learn how to exercise and warm up the voice.</p> <p>Evaluate a performance.</p>	<p><b>A - Untuned percussion:</b></p> <p>Experimenting with sounds 2.</p> <p>Exploring ostinato.</p>	<p><b>Core knowledge vocabulary:</b></p> <p>Dynamic</p> <p>Ensemble</p> <p>Ostinato</p> <p>Percussion</p> <p>Pulse</p> <p>Rhythm</p> <p>Samba</p>	Week 1	<p>The origins and style of samba music</p> <p>Describe the sounds that different untuned percussion makes.</p>	
			Week 2	<p>Identify the structures and features of different nursery rhymes.</p> <p>Sing nursery rhymes about counting.</p> <p>Identify repeated phrases of counting nursery rhymes.</p> <p>Know the terms: melody lyrics.</p>			Week 2	<p>Samba music can be found in carnival celebrations.</p> <p>An ostinato is a rhythmic pattern that is repeated throughout a composition.</p>	
			Week 3	<p>Sing nursery rhymes with repeated verses.</p> <p>Perform actions in conjunction with singing.</p>			Week 3	<p>Compose and perform short ostinati.</p> <p>Music can be notated using symbols or marks to represent each beat.</p>	
			Week 4	<p>Explore and sing nursery rhymes that tell a story.</p> <p>Experiment with altering the volume and speed of singing to reflect events in a song.</p> <p>Identify key events and plot the storyline of a traditional song.</p>			Week 4	<p>Volume can be controlled by the way an instrument is played.</p>	
			Week 5	<p>Perform nursery rhymes.</p> <p>Control volume.</p> <p>Respond to simple conducting directions.</p>			Week 5	<p>Perform as part of an ensemble.</p> <p>Follow simple conducting directions.</p>	
			Week 6	<p>Enrich, extend and revisit.</p>			Week 6	<p>Enrich, extend and revisit.</p>	
			Week 6	<p>Enrich, extend and revisit.</p>			Week 6	<p>Enrich, extend and revisit.</p>	

Autumn 2	<p><b>B - Untuned percussion:</b></p> <p>Introducing rhythm and pulse.</p> <p>Representing sounds pictorially.</p>	<p><b>Core knowledge vocabulary:</b></p> <p>Body percussion</p> <p>Musician</p> <p>Performance</p> <p>Pulse</p> <p>Rhythm</p> <p>Untuned</p>	Week 1	<p>Know the terms <i>pulse</i> and <i>beat</i>.</p> <p>Find and play a simple beat using body percussion.</p> <p>Move along to the beat of a song.</p>	<p><b>B - Singing:</b></p> <p>Being together in music 2.</p> <p>Control the voice – sing as a choir.</p>	<p><b>Core knowledge vocabulary:</b></p> <p>Breath</p> <p>Choir</p> <p>Conductor</p> <p>Dynamics</p> <p>Lyrics</p> <p>Melody</p> <p>Pitch</p> <p>Pulse</p> <p>Rhythm</p> <p>Tempo</p>	Week 1	<p>Introduce choral singing.</p> <p>Learn how to exercise and warm up the voice.</p> <p>Know the term <i>pitch</i>.</p>
			Week 2	<p>Find and play a simple beat using untuned instruments.</p> <p>Know that Johann Strauss Sr. was a significant historic musician.</p>			Week 2	<p>Know that music can convey different messages or moods.</p> <p>Learn how Mozart was a significant historic musician.</p> <p>Understand the importance of singing in religious worship in different faiths.</p> <p>Identify and maintain the <i>pulse</i> of a piece of music.</p>
			Week 3	<p>Know the difference between <i>rhythm</i> and <i>pulse</i>.</p> <p>Copy back simple rhythms.</p>			Week 3	<p>Learn a simple call and response song.</p> <p>Sing chorally and reflect on how this makes us feel.</p> <p>Know the terms <i>melody</i>, <i>lyrics</i>, <i>pitch</i> and <i>dynamic</i>.</p>
			Week 4	<p>Know that there are many different types of music and musicians.</p> <p>Know that musicians can play on their own or in groups.</p> <p>Play simple rhythms as part of a group using untuned instruments.</p>			Week 4	<p>Understand that music can convey different messages or moods.</p> <p>Know the term <i>tempo</i>.</p> <p>Know that gospel music is a celebrated style all around the world.</p>
			Week 5	<p>Play a simple composition as part of a group.</p> <p>Keep the beat using untuned instruments.</p> <p>Copy back simple rhythmic phrases using body percussion.</p>			Week 5	<p>Compose alternative lyrics to a simple known song.</p> <p>Reflect on how singing together makes us feel.</p> <p>Perform a simple composition to an audience.</p>
			Week 6	Enrich, extend and revisit.			Week 6	Enrich, extend and revisit.
Spring 1	<p><b>C - Singing:</b></p> <p>Introducing pitch.</p> <p>Identify changes in sounds (high/low).</p>	<p><b>Core knowledge vocabulary:</b></p> <p>Bass</p> <p>Choir</p> <p>High</p> <p>Hymn</p> <p>Low</p> <p>Lyrics</p> <p>Musical</p> <p>Opera</p>	Week 1	<p>Introduce high and low sounds.</p> <p>Understand how instruments, including the voice, produce high and low sounds.</p> <p>Know how to warm up the voice.</p> <p>Reflect on how music makes us feel.</p>	<p><b>C - Untuned percussion:</b></p> <p>Introducing rhythm and pulse 2.</p> <p>Compose short patterns.</p>	<p><b>Core knowledge vocabulary:</b></p> <p>Body percussion</p> <p>Compose</p> <p>Conductor</p> <p>Ostinato</p> <p>Pulse</p> <p>Rest</p> <p>Rhythm</p> <p>Tempo</p>	Week 1	<p>Explore the origins and style of stomp music.</p> <p>Know <i>what body percussion</i> is.</p> <p>Compare samba and stomp music.</p>
			Week 2	<p>Understand how the size of bars and pipes on an instrument relates to the pitch of the sounds they produce.</p>			Week 2	<p>Know that stomp music is made up of percussive rhythms layered over the top of a pulse.</p>



			Week 5	Follow conducting cues to play as part of a group.			Week 5	Know that an <i>octave</i> is a series of eight notes in a musical scale. Copy back a simple musical phrase, controlling pitch accurately.
			Week 6	Enrich, extend and revisit.			Week 6	Enrich, extend and revisit.
Summer 1	<b>E - Singing:</b> Exploring emotions through music.  Responding to music.	<b>Core knowledge vocabulary:</b> Classical (music) Emotion Lyrics Mood Pulse Reggae Rhythm The Blues	Week 1	Understand that music can evoke different emotions for different people. Use the terms <i>lyrics</i> , <i>melody</i> , <i>rhythm</i> and <i>instruments</i> .	<b>E - Untuned percussion:</b>  Introducing tempo and dynamic 2.  Control and describe tempo and dynamic.	<b>Core knowledge vocabulary:</b> Accelerando Composer Conductor Control Crescendo Diminuendo Dynamics Orchestra Ritenuto Tempo Volume	Week 1	Use the terms <i>tempo</i> and <i>dynamics</i> accurately. Describe music using appropriate musical vocabulary.
			Week 2	Use the terms <i>rhythm</i> and <i>pulse</i> . Move in time to the beat of different styles of music.			Week 2	Know the historical significance of the orchestral suite, <i>The Planets</i> , by Gustav Holst. Find and sustain the <i>pulse</i> of a piece of music. Describe and control the <i>tempo</i> and <i>dynamics</i> while playing untuned percussion.
			Week 3	Begin to learn some key musical genres. Know that music has changed over time.			Week 3	Play simple three-note phrases on tuned percussion instruments. Deliberately control the volume of playing. Follow simple three-note dot notation phrases.
			Week 4	Describe the key characteristics of a piece of music using appropriate vocabulary.			Week 4	Describe and control <i>tempo</i> using tuned instruments.
			Week 5	Agree on and rehearse a song with accompanying movements. Perform to an audience.			Week 5	Control <i>dynamic</i> and <i>tempo</i> as part of a performance.
			Week 6	Enrich, extend and revisit.			Week 6	Enrich, extend and revisit.
Summer 2	<b>F - Untuned percussion:</b> Experimenting with sounds (duration).  Representing sounds pictorially.	<b>Core knowledge vocabulary:</b> Compose Control Duration Gamelan Percussion Perform	Week 1	Know the difference between <i>tuned</i> and <i>untuned</i> percussion. Know that <i>Gamelan</i> originates from Indonesia.	<b>F - Singing:</b>  Exploring emotions through music 2.  Choose sounds to create an effect.	<b>Core knowledge vocabulary:</b> Audience Emotion Funk Lyrics Melody Pop Rhythm	Week 1	Know that music is designed to evoke a response from the audience. Use musical vocabulary to describe key pieces.
			Week 2	Know the term <i>duration</i> . Describe the <i>duration</i> of the notes produced by different			Week 2	Know some of the key features of <i>rock 'n' roll</i> music and how this genre of music has changed over time.

		Pictorial (representation) Pitch Tuned Untuned		tuned and untuned percussion instruments.		Rock 'n' roll Theme		Move in time to music Name key musicians and compositions
			Week 3	Know that <i>Gamelan</i> originates from Indonesia and that there are different styles of Gamelan. Control the <i>duration</i> of a note played on <i>tuned or untuned</i> percussion.			Week 3	Move in time to music Name key musicians and compositions Express personal preferences about pieces and styles of music
			Week 4	Know that sounds can be represented <i>pictorially</i> . Develop simple symbols and pictures to represent the <i>pitch</i> , <i>volume</i> and <i>duration</i> of musical sounds.			Week 4	Identify the main message in a song Follow simple conducting cues Sing as part of a group
			Week 5	perform simple musical phrases using tuned and untuned percussion. Represent musical phrases using simple graphic notation. Play tuned and untuned instruments with control.			Week 5	Understand that music can convey different messages or moods. Reflect on how singing together makes us feel. Perform a simple composition to an audience.
			Week 6	Enrich, extend and revisit.			Week 6	Enrich, extend and revisit.

KEY:

Reference lesson	Knowledge about music	Becoming a musician
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