

Music Pathway



*Also form part of the 'Inter-related dimensions of music' strand.

Highlighted – sticky knowledge/skills

	Nursery - Acorn	Reception - Oak	Year 1 - Ash	Year 2 - Pine	Expectations
Listening & evaluating	DM – Move and dance to music DM – Respond to what they have heard, expressing their thoughts and feelings DM – listening with increased attention to sounds – play sound-matching games eg. sound lotto. Listening to sounds and matching them to the object or instrument. BT5 – moves whilst listening to music BT5 - Tap out simple repeated rhythms BT5 – listening to sounds that are loud and quiet	Skills: Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Listening to music from a wide variety of	Skills: Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)	Skills: Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	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.

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	listening to a range of music experiences eg. styles, purpose range	cultures and historical periods. Knowledge: To understand how to listen carefully and talk about what I hear. To know that the beat is the steady pulse of a song. To understand that a piece of music can tell a story with sounds. To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). To know that an orchestra is a big group of people playing a variety of instruments together. To recognise music that is 'fast' or 'slow.'	Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.	Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.	
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		To know that different instruments can sound like a particular character. To know that music often has more than one instrument being played at a time. To understand what 'high' and 'low' notes are.	Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods. Knowledge:	Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods. Knowledge:	
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			To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms. To know that pulse is the regular heartbeat within music.	To be able to recognise and name up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms. To know that dynamics can change the effect a sound has on the audience.	
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			To understand that the pulse of the music can change. To know that dynamics can change how someone listening feels about music. To know that an instrument or rhythm pattern can represent a character in a story.		
Creating Sound	To explore high and low sounds. DM – Making some sounds (eg. sound effects, repetitive sounds) DM – Experiment and explore making sounds with 'found objects'. To explore long and short sounds	Skills: Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.	Skills: Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs with a very small pitch range (two notes	Skills: Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs or short phrases with a small pitch	

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	To explore loud and soft instruments To explore fast and slow sounds Recognise that instruments can make different sounds.	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.) Finding a comfortable static position when playing instruments or singing.	that are different but close together). Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Singing a range of call and response songs, attempting to match the pitch and tempo they hear. Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is	range (up to five notes that are different but close together). Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which	
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		Knowledge: To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To understand that my voice or an instrument can match an action in a song. To recognise that different sounds can be long or short.	played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)	an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)	
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			Maintaining a comfortable position when sitting or standing to sing and play instruments. Knowledge: To know that my voice, body and instruments can show fast and slow beats. To know that the voice can whisper and shout to help tell a story.	Maintaining a comfortable position when sitting or standing to sing and play instruments. Knowledge:	
Notation	DM – draw to represent ideas like movement or loud noises	Skills: Developing an awareness of high and low through pictorial representations of sound.	Skills: Reading different types of notation by moving eyes from left to right as sound occurs. Recognising pitch patterns using dots. Using pictorial representations to stay in time with the pulse	Skills: Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).	

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			when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Knowledge: To know that notation is read from left to right. To understand that music can be represented by pictures or symbols.	Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). Knowledge: To know notation is read from left to right. To know that in all pictorial representations of music, representations further up the page are higher sounds and	
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				those further down are lower sounds. To know that pictorial representations of rhythm show sounds and rests.	
Improvising & composing	Experimenting with playing instruments in different ways.	Skills: Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a	Skills: Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds.	Skills: Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to	

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		certain way or remind them of something. Playing sounds at the relevant point in a storytelling.	Selecting objects and instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher)	represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	
Performing	Bt5 – Sing familiar songs eg. rhymes DM - Sing a large repertoire of songs. DM – Take part in actions songs eg. twinkle twinkle little star – use own movements or instruments Recognise that we can play on our own or in a group. To recognise a song has a beginning and end.	Skills: Beginning to say what they liked about others' performances. Beginning to say what they liked about others' performances. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking,	Skills: Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Keeping head raised when singing. Keeping instruments still until their part in the performance. Performing actively as part of a group;	Skills: Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	

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	Know that signals and words can tell us when to start or stop playing.	listening and maintaining attention. Knowledge: To know that there are special songs we can sing to celebrate events. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To understand that performing means playing a finished piece of music for an audience.	keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.	
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Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



güiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

Stafford Infant & Nursery School

Highlighted – sticky knowledge/skills

	Group C  xylophone  glockenspiel  piano/ keyboard  hand bells  chime bars Group D  ukulele  recorder If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.				
Vocabulary - progressive across year groups					
Bold – words the children will know	actions	audience	accelerando	accuracy / accurately	
	bang	band	beat	arrange	
	clap	beat / heartbeat	chant	atmosphere	
	copy	body	chorus	backing track	
	dance	percussion/sounds	compose / composer	call and response	
	fast	brass	conductor	compare	
	listen	call	dynamics	composition	
	loud/loudly	celebration	features	contrast	
	music	character	gradually	crotchet	

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	play quick /quickly quiet /quietly shake sing slow /slowly song sound tap	classical music communicate conductor deaf environmental sounds high hum instrument jingle journey low lyrics makaton medium moderate move /movement nature sounds perform performance piece repeat response sign language speaking voice singing voice soft speed squeaky steady strings	graphic score in time inspire layers mood note orchestra pattern percussion instrument pitch pulse repeated phrases represent rhythm structure syllables tempo texture theme thick thin thinking voice timbre tune verse vocal sounds volume warm up woodwind	dot duration effect encore emotion folk song imitate improvise inspiration / inspired instrumental sounds interpretation inter-related dimensions of music layers / layered effect letter melody melodic shape minim motifs musicians notate/ notation /notes one beat orchestra /orchestral ostinato pluck quaver review rhythmic notation sections sequence	
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		strum traditional voice / voice sounds whisper		sound effects sound pattern soundscape stave notation structure two half beats vary visual interpretation vocals wind	
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Notes:

7 interrelated dimensions of music – dynamics, tempo, pitch, duration, timbre, texture, structure

Rhythm and pulse – Rhythm is the pattern of long and short sounds as you move through the song; pulse is a steady beat like a ticking clock or your heartbeat

Correct names for percussion instruments to be used in all classes – tambourine, triangle, cymbal, tambour (drum), bongos (pair of drums), claves (wooden sticks), maraca (shaker), guiro (scraper), wood block, cabasa, indian bells, cow bell, glockenspiel (metal bars), xylophone (wooden bars), chime bars (individual metal bars)