



Filey C E Nursery & Infants Academy

'Inspiring Confident Learners, Reflecting Christian Values'

We endeavour to uphold Christian teaching to:

"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

Music Subject Progression- Conceptual Knowledge and Understanding

Intent

At Filey Church of England Nursery and Infants Academy we make Music an inclusive, enjoyable and exciting learning experience. We provide opportunities for all children to compose, perform and play. Singing is the core of Music at our school, which is celebrated in our weekly singing collective worship.

Children collaborate to learn about the structure and organisation of the Music dimensions and experience the joy of performance. We encourage the children to participate in a variety of musical experiences, which allow them to develop their self-esteem, confidence and Christian core values.

Substantive knowledge in Music

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and involves learning about music across a range of historical periods, genres, styles and traditions.

Disciplinary knowledge in Music

Disciplinary knowledge in music is the interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, composing and developing creative and original performances. Children work independently and collaboratively to combine the musical dimensions and create a specific and desired effect.

Listening

All children will listen to a wide range of music as part of our whole school listening programme.

Music aims

EYFS

- Listen attentively and respond to pieces of music with relevant questions and comments.
- Make comments, hold conversations and participate in discussions about musical pieces they have heard.

KS1

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

Nursery	Reception	Year One	Year Two
<ul style="list-style-type: none">• Be able to sit still and listen to a short piece of music.• Be able to listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings with movement and words.	<ul style="list-style-type: none">• Be able to move to music and respond showing whether it is happy or sad.• Be able to understand how to listen carefully and why listening is important.• Be able to listen carefully to rhymes and songs, paying attention to how they sound.• Be able to listen attentively, move to and talk about music,	<ul style="list-style-type: none">• Be able to recognise/identify very simple style indicators and different instruments used.• Be able to discuss and appraise musical performances by answering a question about dynamics or tempo in music they have heard.	<ul style="list-style-type: none">• Be able to listen to music and talk about the mood of the music.• Be able to use basic musical language to describe the music being listened to and their feelings towards it.• Be able to listen, with respect, to other people's ideas and feelings towards the music they have listened to.• Be able to discuss music

	<p>expressing their feelings and responses.</p> <ul style="list-style-type: none"> ● Build upon responding to musical pieces they have heard by discussing their thoughts and feelings with others. 		<p>dimensions in relation to the music heard (pulse, rhythm, pitch, tempo and dynamics) and how they fit into the music they are listening to.</p>
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Singing			
All children will have a weekly singing collective worship alongside their music lesson.			
Music aims			
<p>EYFS</p> <ul style="list-style-type: none"> ● Sing a range of well-known nursery rhymes and songs <p>KS1</p> <ul style="list-style-type: none"> ● To learn to sing and use their voices to create and compose music independently and with others ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 			
Nursery	Reception	Year One	Year Two
<ul style="list-style-type: none"> ● Be able to use their voice to make sounds. ● Be able to remember and sing entire songs as part of the class / group. ● Be able to copy or repeat a simple 2 note phrase. ● Be able to control the voice ascending and descending eg. rocket going up and down, a bee 	<ul style="list-style-type: none"> ● Be able to use their voice to sing. ● Be able to identify the different timbres of the voice (sing, speak, whisper) ● Be able to sing in a group or on their own. ● Be able to match the pitch. ● Be able to follow the 	<ul style="list-style-type: none"> ● Be able to sing a short song in a group from a given starting pitch ● Begin to understand the importance of warming up your voice and to establish a good singing position. ● Be able to understand that posture affects singing and use this to 	<ul style="list-style-type: none"> ● Be able to use the starting pitch to sing a short song on their own ● Be able to sing with a good sense of the pulse internally. ● Be able to sing together with a group. ● Be able to stop and start as appropriate. ● Be able to follow a

flying up and down.	melody.	develop their singing voice.	leader/conductor.
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Musicianship

Musicianship is how you teach pulse, rhythm, and pitch.

Music aims

EYFS

- Be able to listen carefully to rhymes and songs, paying attention to how they sound.
- Be able to move in time to music

KS1

- Experiment with, create, select and combine sounds using the inter-related dimensions of music: pitch, duration, tempo and appropriate musical notations.

Nursery	Reception	Year One	Year Two
<ul style="list-style-type: none"> • Be able to think about the length of a piece of music and understand how it changes. 	<ul style="list-style-type: none"> • Be able to talk about the duration of a piece of music they have listened to. • Be able to talk about the changes to rhythm. • Be able to talk about the changes to pulse. • Be able to identify changes in pitch using correct vocabulary high/low higher/lower. 	<ul style="list-style-type: none"> • Be able to talk about duration, long or short notes and clap rhythms performed by the teacher. • Be able to identify changes in pitch using correct vocabulary eg high/low higher/lower and using hand signs. • Be able to draw pitch in graphic notation. • Be able to identify the pulse and model it. 	<ul style="list-style-type: none"> • Be able to talk about duration, long or short notes & read stick notation rhythms performed by themselves and their peers. • Maintain a pulse clapping including tempo changes • Identify different timbre. • Be able to recognise/identify the awareness of a link between shape and pitch

		<ul style="list-style-type: none"> • Be able to identify Tempo changes • Be able to describe different types of sound made by percussion instruments (Timbre). • Be able to march, clap, tap your knees, move to, find and internalise the pulse. • Be aware of stick and graphic notation. 	using graphic notations.
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Composing			
Music aims			
EYFS <ul style="list-style-type: none"> • Perform songs and rhymes with others KS1 <ul style="list-style-type: none"> • Create and compose music on their own and with others 			
Nursery	Reception	Year One	Year Two
<ul style="list-style-type: none"> • Be able to play instruments with increasing control to express their feelings and ideas. • Be able to explore collections of materials 	<ul style="list-style-type: none"> • Be able to play instruments with increasing control to express their feelings and ideas in written form. • Be able to create their own songs, or improvise a 	<ul style="list-style-type: none"> • Be able to improvise words or noises to a song • Be able to create their own simple melodies (usually in a group). • Be able to create compositions using one or two notes. 	<ul style="list-style-type: none"> • Be able to put sounds together to create a piece that has a beginning, a middle and an end. • Be able to write a rhythm they have composed using simple stick

<p>with similar and/or different properties.</p> <ul style="list-style-type: none"> • Be able to create their own songs, or improvise a song around one they know as part of a group. 	<p>song around one they know independently.</p> <ul style="list-style-type: none"> • Be able to explore and engage in music making e.g. dance, performing solo or in groups. 		<p>notation.</p> <ul style="list-style-type: none"> • Be able to notate music in different ways, using graphic/pictorial notation, video, ICT. • Be able to musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder and quieter (dynamics), higher and lower (pitch).
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Performance			
Music aims			
Nursery	Reception	Year One	Year Two
<ul style="list-style-type: none"> • Be able to listen to and perform with others. 	<ul style="list-style-type: none"> • Be able to work together as part of an Ensemble / band. • Be able to understand the importance of starting and ending together. 	<ul style="list-style-type: none"> • Be able to perform what you have learnt to other people. • Be able to play your instrument, improvise and play your compositions as 	<ul style="list-style-type: none"> • Be able to practise, rehearse and present performances with some awareness of an audience. • Be able to realise that

	<ul style="list-style-type: none"> • Be able to follow the conductor/band leader. 	<p>part of this performance and with as much confidence as possible.</p> <ul style="list-style-type: none"> • Be able to perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 	<p>performance can influence how music is presented.</p> <ul style="list-style-type: none"> • Be able to communicate your ideas, thoughts and feelings through simple musical demonstration. • Be able to watch a recording and/or discuss a performance. • Be able to offer helpful and thoughtful comments and feedback to others.
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Understanding Music			
Music Aims			
EYFS <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music KS1 <ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Experiment with the inter-related dimensions of music 			
Nursery	Reception	Year One	Year Two
<ul style="list-style-type: none"> • Be able to play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Be able to watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Be able to find and internalise the pulse on their own or with support. • Be able to demonstrate 	<ul style="list-style-type: none"> • Be able to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled

<ul style="list-style-type: none">● Be able to use and remember sequences and patterns of movements which are related to music and rhythm.● Be able to count or clap syllables in a word.	<ul style="list-style-type: none">● Be able to clap the rhythm of your name, favourite food, favourite colour etc.	<p>more confidently how they find/feel the pulse.</p> <ul style="list-style-type: none">● Be able to demonstrate how pulse, rhythm and pitch work together.	<p>through Songs / music.</p> <ul style="list-style-type: none">● Be able to clap out the structure of longer words, thinking about the beat and rhythm.
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