



Westbury Infant School

Progression of Knowledge and Skills – Music

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
At Westbury Infant School, we aim to nurture a lifelong love of music in every child. Music is a vital part of our curriculum, supporting children's confidence, self-esteem, wellbeing, creativity, and sense of community. We are committed to providing inclusive, engaging, and practical musical experiences that allow all children to explore and enjoy music. Children will have opportunities to make music using a wide range of tuned and untuned percussion instruments, supported by our music provision. We ensure that music is accessible to all learners by adapting teaching approaches to meet individual needs. Our music curriculum is designed to develop the key disciplinary skills of performing, composing, and listening in a cohesive, sequenced, and progressive way. In the Early Years, musical development is embedded in the curriculum, the children learn and listen to a variety of songs and are able to talk about their likes and dislikes. We have musical instruments out as part of our continuous provision.	At Westbury Infants school, we follow Mrs Bayley's own planning which is aligned with the National Curriculum and follows the core musical elements, Pitch, Structure, Duration, Dynamics, Texture, and Timbre—in an age-appropriate way. Each class has a weekly music lesson delivered by their class teacher for 3 terms in the school year. In addition, children are encouraged to explore music independently through child-initiated learning opportunities. Singing is very important to our music curriculum. Children sing throughout the day during transitions and their music lessons. We also have a dedicated weekly singing session where the whole school comes together to learn new songs, practice vocal warm-ups, and enjoy singing as a community. The children all take part in a Nativity each year and enjoy learning new songs to perform to an audience. They also learn songs as part of Collective Worship at Westbury Church for Easter. These events help develop their confidence and performance abilities. Beyond the classroom, we enrich musical learning by inviting musicians into school for the school to come together and listen to. It allows for children to experience up close musicians and to hear the true sounds of their instruments.	Children at Westbury Infant School develop the confidence to actively participate in music lessons and perform in front of others, fostering a deep enjoyment of music. From the start of EYFS, children begin their musical journey, and by the end of Year 2, they achieve musical competence in line with the expectations of the National Curriculum. Singing very important across all year groups, and children can often be heard singing throughout the day, reflecting their enthusiasm and the positive impact on their wellbeing. Music is clearly valued and enjoyed, and children's confidence and competence in making music are consistently developed through a wide range of experiences.

Progression of Knowledge and Skills	<u>Reception</u> In reception, I am an early musician who is confident and enthusiastic to respond to the enriched environments around me. I express my thoughts, feelings and ideas through my own performances either on my own or in collaboration with my peers. I respond to encouragement from my peers, teachers and parents and will risk stepping into the role of a performer in front of a familiar audience. I am able to: • Initiate new combinations of sounds to express and respond to feelings, ideas and experiences • Play co-operatively as part of a group to perform • Join in with songs and musical games • Create simple representations of events, people and objects through music or song	<u>Key Stage 1</u> In KS1, I am a musician who responds to the design brief to generate and create purposeful and appealing products. I am inspired by what I see, hear and experience to take risks in my designs to create products that show my unique interpretation of the design brief. I am able to: • Use my voice expressively and creatively by singing songs or 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 interrelated dimensions of music • Choose sounds and instruments carefully and make improvements to my own and others words
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Assessment and Monitoring

What you will see in our classrooms:

* Floor books to show consistency of teaching.

* Teachers moving around the room, asking questions, assessing, providing support etc and using musical language appropriately.

* Sticky Sticks to be used consistently when music is taught.

*Teacher led interviews to assess what children have been learning.

EYFS

Golden Threads

Imagine & Create	Music & Rhythm	Perform & Collaborate
Children use experiences, ideas and imagination to create narratives, roles, movements, sounds and performances.	Children listen and respond to music, develop a repertoire of songs and rhymes, explore rhythm and sound, and increasingly reproduce and create musical patterns.	Children increasingly share songs, rhymes, stories, movement and imaginative play with others, responding to ideas and developing performances or narratives together.

Strand	Typical Starting Points	DP1	DP2	DP3	Statutory ELG
Music, Rhythm & Movement KNOWLEDGE	- Respond to familiar music through movement, sound or gesture. - Join in with parts of familiar songs, rhymes or actions. - Explore making sounds with their voice, body, objects or instruments. - Use familiar experiences in simple pretend play. - Pretend that an object represents something else.	- I know music can sound different. - I know my voice, body, instruments and objects can make sounds. - I know songs and rhymes have words and sounds that repeat. - I know music can give me ideas for how to move.	- I know songs and rhymes can be remembered and repeated. - I know sounds can be put together to make a pattern. - I know music can be fast or slow. - I know voices, bodies and instruments can be used in different ways to make music.	- I know sounds and rhythms can be repeated, changed or created. - I know changing a sound or rhythm can change the music we make. - I know different music can suggest different ways to move. - I know making music with others involves listening and responding to each other.	- 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.

Music, Rhythm & Movement SKILLS	• Imitate familiar people, actions or events in play. • Play alongside or with other children in imaginative play. • Respond to or join in with familiar stories.	• I can listen to different music and show a response through movement, gesture, sound or words. • I can join in with familiar songs, nursery rhymes and repeated phrases. • I can explore different sounds using my voice, body, instruments and objects. • I can copy a simple rhythm or sound pattern with support. • I can explore different ways of moving in response to music.	• I can sing familiar songs and rhymes, remembering an increasing amount. • I can copy and repeat a simple rhythm or sound pattern. • I can create a simple sound or rhythm pattern with support where needed. • I can use my voice, body and instruments in different ways to make sounds. • I can change my movement in response to music, including whether it is faster or slower. • I can join with others in familiar songs, rhymes, music and movement.	• I can sing a growing repertoire of familiar songs and nursery rhymes from memory. • I can create and repeat a simple rhythm or sound pattern. • I can adapt a familiar rhythm, sound or musical idea. • I can move expressively in response to music, increasingly responding to differences I hear. • I can sing, play, move or perform with others, listening and responding as part of the group.	
ESSENTIAL VOCABULARY	music – sounds organised for listening, singing, playing or moving song – words and music sung together rhyme – words with the same or similar ending sounds play – using actions, ideas and imagination to explore or pretend	sound – something we can hear pretend – to act as if something is real or different instrument – something used to make musical sounds repeat – to do or make something again	pattern – sounds, actions or ideas arranged in a way that repeats rhythm – a pattern of long, short or repeated sounds or beats fast / slow – words that describe how quickly music or movement happens	adapt – to change something to make it different narrative – a story or account of connected events perform – to share a song, rhyme, story, music or movement with others	

Key Stage 1 – Knowledge – Cycle 1

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sounds I know I can talk about and listen carefully to different kinds of music, live or recorded. I know I can use my voice expressively and creatively when singing songs. I can create, select and combine sounds using the interrelated dimensions of music.		Fun with Instruments I know I can talk about and listen carefully to different kinds of music, live or recorded. I know I can create, select and combine sounds using the interrelated dimensions of music.		Fun with Music I know I can talk about and listen carefully to different kinds of music, live or recorded. I know I can use my voice expressively and creatively when singing songs. I know I can play instruments, both with notes and without, to make music.	
	<u>Vocabulary</u> Voice –using your voice to help you sing a melodic line. Orchestra –a group of instruments played by lots of people together. Tempo –speed or pacing of a piece of music. Dynamics – loud or soft		<u>Vocabulary</u> Beat – the steady pulse of the music (like your heartbeat). Dynamics – loud or soft Pitch –how high or low a sound is.		<u>Vocabulary</u> Rhythm – a pattern of sounds of different lengths. Timbre (the difference between different instruments and voices) Sound – invisible waves that travel through the air reaching your ear so we can hear them.	

Key Stage 1 – Knowledge – Cycle 2

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fun with Instruments and sounds. I know I can talk about and listen carefully to different kinds of music, live or recorded. I know I can play instruments, both with notes and without, to make music. I know I can try out sounds, make my own music, and put sounds together in different ways.		Music Time I know I can use my voice expressively and creatively when singing songs. I know I can talk about and listen carefully to different kinds of music, live or recorded. I know I can try out sounds, make my own music, and put sounds together in different ways.		Learning the Ocarina I know I can play my instrument with the correct notes to make music.	
	<u>Vocabulary</u> Musical Instrument – an object that is used to make music. Dynamics – loud or soft. Rhythm – a pattern of sounds of different lengths. Tempo – fast or slow.		<u>Vocabulary</u> Songs – a short musical composition for a singer. Musical instruments – an object that is used to make music. Beat – the steady pulse of the music (like your heartbeat). Timbre –(the difference between different instruments and voices)		<u>Vocabulary</u> Ocarina – a wind musical instrument Sound – invisible waves that travel through the air reaching your ear so we can hear them. Musical notes –a single sound. Dynamics – loud or soft.	

Key Stage 1 – Skills

	Year 1	Year 2
Performing – Singing	Sing songs, chants and rhymes with growing confidence and use the voice expressively.	Sing expressively with increased control, accuracy and confidence, performing as part of a group or independently.
Performing – Instrumental	Explore and play tuned and untuned instruments to create sounds and simple rhythms.	Play tuned and untuned instruments with greater control, maintaining pulse and beginning to play correct notes and patterns.
Listening and Appraising	Listen carefully to live and recorded music and talk about what they hear using simple musical vocabulary.	Listen with concentration to a wider range of music, identifying musical features and expressing preferences with reasons.
Composing and Improvising	Experiment with sounds, create simple musical patterns and combine sounds in different ways.	Create, select and combine sounds purposefully, adapting and improving musical ideas.
Musical Elements	Explore beat, rhythm, tempo, dynamics, pitch and timbre through practical activities.	Identify, describe and use beat, rhythm, tempo, dynamics, pitch and timbre with increasing accuracy.
Evaluating and Improving	Talk about their own music and respond to teacher feedback.	Evaluate their own and others' performances and suggest improvements.
Performance Skills	Perform familiar songs and simple pieces to a familiar audience.	Perform confidently to an audience, showing awareness of accuracy, expression and presentation.