

**Music Knowledge and Skills Mapping**  
**Falconers Hill Infant School**

**National Curriculum**

KS1			
Singing	Playing an Instrument	Listening and appreciating	Creating own music
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.

KS1 End Points (NC)	Progression of skills- Scheme- Music Express						
		Singing	Playing Instruments	Improvising and exploring	Composing	Listening	Appraising
<p>Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can play tuned and untuned instruments musically.</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select and combine sounds using the inter-</p>	<p>EYFS (taken from the new 2021 Development Matters)- <b>SKILLS</b></p>	<p>3 and 4 year olds:</p> <ul style="list-style-type: none"> <li>Remember and sing entire songs</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> <p>Early Learning Goal:</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>3 and 4 year olds:</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception:</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>3 and 4 year olds:</p> <ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know.</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Early Learning Goal</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>3 and 4 year olds:</p> <ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	<p>3 and 4 year olds:</p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul> <p>Early Learning Goal:</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>3 and 4 year olds:</p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>

related dimensions of music.	Year 1	<ul style="list-style-type: none"> <li>• Sing a song with contrasting high and low melodies (Unit 3)</li> <li>• Control vocal dynamics, duration and timbre (Unit 4)</li> <li>• Sing a song together as a group (Unit 7)</li> <li>• Combine voices and movement to perform a chant and a song (Unit 11)</li> <li>• Use voices to create descriptive sounds (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and keep a steady beat using instruments (Unit 2)</li> <li>• Explore and control dynamics, duration, and timbre with instruments (Unit 4)</li> <li>• Play percussion instruments at different speeds (tempi) (Unit 5)</li> <li>• Play and control changes in tempo (Unit 5)</li> <li>• Explore sounds on instruments and find different ways to vary their sound (Unit 8)</li> <li>• Use instruments to create descriptive sounds (Unit 12)</li> <li>• Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise descriptive music (Unit 4)</li> <li>• Respond to music through movement (Unit 4)</li> <li>• Create a soundscape using instruments (Unit 7)</li> <li>• Explore different sound sources and materials (Unit 7)</li> <li>• Explore sounds on instruments and find different ways to vary their sound (Unit 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Invent and perform new rhythms to a steady beat (Unit 10)</li> <li>• Create, play and combine simple word rhythms (Unit 11)</li> <li>• Create a picture in sound (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respond to changes in tempo in music (Unit 2)</li> <li>• Identify changes in pitch and respond to them with movement (Unit 6)</li> <li>• Understand how music can tell a story (Unit 9)</li> <li>• Understand musical structure by listening and responding through movement (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a sequence of sounds (structure) in a piece of music (Unit 4)</li> <li>• Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</li> <li>• Identify metre by recognising its pattern (Unit 8)</li> <li>• Identify a repeated rhythm pattern (Unit 10)</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Chant and sing in two parts while playing a steady beat (Unit 4)</li> <li>• Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</li> <li>• Understand pitch through singing, movement, and note names (Unit 11)</li> <li>• Prepare and improve a performance using movement, voice and percussion (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</li> <li>• Play pitch lines on tuned percussion (Unit 5)</li> <li>• Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8)</li> <li>• Use instruments expressively in response to visual stimuli (Unit 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</li> <li>• Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</li> <li>• Explore voices to create descriptive musical effects (Unit 7)</li> <li>• Explore different ways to organise music (Unit 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music to illustrate a story (Unit 9)</li> <li>• Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Match descriptive sounds to images (Unit 3)</li> <li>• Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</li> <li>• Identify rising and falling pitch (Unit 8)</li> <li>• Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</li> <li>• Use simple musical vocabulary to describe music (Unit 12)</li> </ul>

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**KS1 End Points (NC)**

Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.

Can play tuned and untuned instruments musically.

Can listen with concentration and understanding to a range of high-quality live and recorded music

Can experiment with, create, select and combine sounds using the inter-related dimensions of music.

		Progression of Knowledge					
		Singing					
	EYFS						
	Year 1	<p>I know some songs from memory</p> <p>I know a melody can have high and low contrasts</p>					
	Year 2						

