

Overview of the Music Curriculum at EYFS and Key Stage 1

In EYFS and KS1, the Music Express scheme is used to teach our music curriculum. The content of the curriculum forms the foundations which will be built on in KS2. It fulfils the requirements of the National Curriculum for Music and comprises both substantive and disciplinary knowledge. Substantive knowledge (key knowledge, or inter-related dimensions of music – rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure) is taught discretely and then applied to the other components of the curriculum: performing, composing, appreciating and developing an understanding of the history of music. The application and interpretation of substantive knowledge (the inter-related dimensions of music) is described as disciplinary knowledge.

	Component 1	Component 2	Component 3	Component 4
EYFS: Reception Dev Matters 2021 <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on previous learning, refining their ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses sing in a group or on their own, increasingly matching the pitch and following the melody explore and engage in music making and dance, performing solo and in groups 	KS1: Inter-related Dimensions of Music (developed discretely and threaded throughout all other areas): <ul style="list-style-type: none"> begin to listen with attention and recall sounds Identify a pulse/ steady beat Copy simple rhythms - patterns Use musical descriptions: loud, quiet,(dynamics) fast, slow (tempo) steps, leaps, high, low, (pitch) long, short, pattern, sequence silent beat,(rhythm/duration) 	KS1: (From National Curriculum for Music) Appreciating / Developing an Understanding of the History of Music: <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	KS1: (From National Curriculum for Music) Performing <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned instruments musically 	KS1: From National Curriculum for Music) Composing <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music.

1. Inter-related Dimensions of Music (developed discretely and threaded throughout EYFS Curriculum and KS1: Performing, Composing, Appreciating & Developing Understanding of History of Music)	EYFS pupils will learn:	Year 1 pupils will learn:	Year 2 pupils will learn:
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Pulse	Create and perform actions and play instruments to a steady beat with teacher	Identify and tap a steady beat in time to a song or piece of music	Identify and tap a steady beat in time to a song or piece of music and be introduced to the term: 'pulse' Begin to understand the difference between beat (pulse) and rhythm
Rhythm	Listen and copy simple patterns Count beats in name	Identify a repeated rhythm pattern	Listen to and repeat rhythmic patterns on body percussion and instruments Begin to notate rhythms using simple line graphics
Metre	n/a	Identify a repeated rhythm pattern	Begin to understand how rhythms are grouped in different ways:
Pitch	Explore high and low sounds on instruments and voices.	Identify high and low sounds, moving in steps, leaps, repeats	Understand pitch through singing, movement, and note names Identify rising and falling pitch
Dynamics	Explore sounds in the environment. Begin to identify loud and quiet sounds.	Identify loud / quiet sounds in music	Control loud and quiet sounds using voices and instruments
Tempo	Move, sing and play sounds at different speeds.	Recognise and respond to changes in tempo in music – fast / slow	Control changes of tempo when singing songs or playing instruments
Structure:	Sing a range of nursery rhymes, action and cumulative songs	Identify a sequence of sounds (structure) in a piece of music or songs	identify repeats / repetition in music / echoes begin to identify call and response,
2a) Performing: Singing	Sing a range of nursery rhymes, action and cumulative songs and songs related to class topic, matching pitch and following melody.	Sing a song together as a group Say a chant together as a group Sing a song with contrasting high and low melodies Control vocal dynamics, duration and timbre	Sing with expression, paying attention to the pitch shape of the melody Chant/sing while playing a steady beat (pulse) Combine voices and movements / actions to perform a chant and a song
2b) Performing: Using Instruments	Explore and combine a variety of sounds in response to a story, mood, feeling etc	Create a soundscape using instruments	Explore timbre and texture to understand how sounds can be descriptive
3. Composing and Improvising (See also Music Technology above)	Recognise and explore how sounds can be made and changed Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard.	Explore different sounds Use instruments to create descriptive sounds Create a soundscape using instruments as part of a song performance Explore sounds on instruments and find different ways to vary their sound	Perform and create simple three- and four-beat rhythms using a simple score Compose music to illustrate a story or mood
4. Appreciating / Developing an Understanding of the History of Music	Listen and respond to a wide range of music.	Listen in detail to a piece of orchestral music	Listen, describe and respond to contemporary orchestral music
Vocabulary for describing musical elements	simple musical vocabulary to describe music: loud, quiet, high, low, steady beat / pulse, repeat	Use simple musical vocabulary to describe music: loud, quiet, high, low, steady beat / pulse, repeat	Use simple musical vocabulary to describe music: loud, quiet, high, low, steady beat / pulse, repeat

Knowledge of instruments and types of ensemble (to be linked with music and songs being taught as part of rolling programme)	Experiment by making sounds in different ways using items in provision and instruments.	Begin to listen identify instruments when listening to music	Identify ways of producing sounds (e.g. shake, strike, pluck)
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Music Express Units: these are linked to knowledge progression map above

Rolling Programme	Term 1	Term 2	Term 3
EYFS (single year)	Special People Going Places	Moving Patterns Working World	Growth and Change Our Senses
Key Stage 1	Term 1	Term 2	Term 3
Key Stage 1 – Year A	Ourselves 1 Animals 2 Story Time 2 Weather 1	Pattern 1 Machines 2 Season 1 Travel 2	Our School 1 Water 2 Number 1 Our Bodies 2
Key Stage 1 – Year B	Story Time 1 Weather 2 Machines 1 Ourselves 2	Water 1 Our Bodies 2 Animals 1 Pattern 2	Travel 1 Our School 2 Number 1 Seasons 2