

Name: _____

Music National Curriculum Tracking Grid - EYFS/KS1

<u>Key Skills</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Rhythm work	Clap syllables	I □ Cat Monkey	I □ Z Cat Monkey Rest	I □ Z ♪ Cat Monkey Rest Cow
Sol-fa work Not compulsory but best practice		Soh me	Soh me lah	Soh me lah doh
Use their voices expressively and creatively by singing songs and speaking chants and rhymes MMC	Language development Pitch match/sing songs Rhymes	The singing voice Pitch match/sing songs Individual voices	Speak chants & rhymes Singing questions Class/assembly singing Call & response songs Range of doh - soh (Twinkle twinkle - 5 notes)	Speak chants & rhymes Singing face/performing Class/assembly singing Doh - soh range with increasing control Sing short phrases independently
Play tuned and untuned instruments musically MMC	Untuned percussion	Tuned percussion	Untuned percussion Tuned percussion Walk, move or clap a steady beat Perform repeating rhythm patterns	Untuned percussion Tuned percussion Play copycat rhythms

<p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>MMC</p>	<p>Move to music</p>	<p>Move to music</p> <p>How does the music make you feel?</p>	<p>Recognise percussion</p> <p>Male voice</p> <p>Female voice</p> <p>Live music</p> <p>Listen to sounds in the local environment</p>	<p>Recognise brass</p> <p>Recognise strings</p> <p>Recognise changes in dynamics & tempo</p> <p>Live music</p>
<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>MMC</p>	<p>Dynamics = loud/soft</p> <p>Tempo = fast/slow</p> <p>Represent their own ideas, thoughts and feelings through music. Devise short pieces in response to given stimulus.</p>	<p>Pitch = high/low</p> <p>Duration = long/short</p> <p>Represent their own ideas, thoughts and feelings through music. Devise short pieces in response to given stimulus.</p>	<p>Dynamics = loud/soft</p> <p>Tempo = fast/slow</p> <p>Pitch = high/low</p> <p>Duration = long/short</p> <p>Select your own instruments and create a short piece that reflects a certain mood and/or event.</p> <p>Improvise vocal chants</p> <p>Create musical sound effects and short sequences of sounds</p> <p>Invent and recall rhythm patterns</p>	<p>Structure = binary AB</p> <p>Texture = thick/thin</p> <p>Timbre = different sounds</p> <p>Notation = use of flash cards (graphic, picture scores)</p> <p>Create a simple binary piece of music that demonstrates understanding of the above elements.</p> <p>Create music in response to non musical stimulus</p> <p>Improvise question and answer phrases</p> <p>Create rhythms using word phrases</p>

Notation			Graphic notation – though please remember sound before any symbol Follow pictures and symbols to guide singing and playing	Recognise dot notation and match it to 3 note tunes
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It is suggested that you highlight the key skills as and when you feel that areas have been covered. You may wish to use a different colour each term or year.

The music curriculum is a spiral curriculum, with key skills being repeated constantly. Feel free to cross over and do additional work if the children are ready for this. This applies in particular to rhythm work and the inter-related dimensions of music.

Using the EYFS criteria:

Expressive arts and design children in nursery and reception should access music. Using the key skills above will help staff achieve this.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key stage 1 pupils should be inspired to develop a love of music that increases their self confidence, creativity and sense of achievement.

The additions alongside MMC are merely suggestions from the documents as to what you may like to do in any given year group. It is not a comprehensive list of everything from that document. Please refer to the latest addition of the MMC for the glossary, further ideas and extensive listening lists. I make no apologies for leaving the original input as was even though it contradicts some of the MMC. The MMC in itself has some confusing choices, is highly ambitious in one area and then lacks real challenge or expectation in another. If you have been working with the original document, please don't make changes for changes sake, just look for additionality. Though I of course applaud the minimum input of one hour every week.

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