



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum – Expressive Arts and Design (Music)

	Skills	Knowledge
EYFS	<p>Listen to or join in simple and repetitive rhymes or songs</p> <p>Move to sounds they enjoy, such as music or a regular beat</p> <p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Explores instruments</p>	<p>To recognise some familiar rhymes and begin to remember some key words/actions in a favourite song</p> <p>To know some ways that you can move to music</p> <p>To know that instruments make sounds</p>
Pre-Formal	Refining of skills taught in EYFS	Refining of knowledge taught in EYFS
Semi-Formal 1	<p>Joins in singing favourite and familiar rhymes and songs</p> <p>Enjoys joining in with dancing and ring games and begins to move rhythmically. Imitates movement in response to music</p> <p>Beginning to increase control of playing including playing in time with the pulse, tapping simple repetitive rhythms, starting and stopping</p> <p>Shows an interest in the way musical instruments sounds can be made and how sounds can be changed</p>	<p>To know the words of familiar rhymes and songs</p> <p>To know the names of some familiar songs</p> <p>To know the words hit,shake,scrape, blow</p> <p>To know the names of a few common instruments</p> <p>To know when to start and stop playing</p> <p>To begin to understand how to control an instrument in order to play it loudly or quietly, fast or slow.</p> <p>To know whether an instrument should be hit, shook ,scraped or blown</p>
Semi- Formal 2	<p>Joins in singing a more varied repertoire of simple repetitive songs, increasing in length</p> <p>Able to move and play in time with the pulse and can tap out simple repetitive rhythms with increased confidence</p> <p>Able to listen to short extracts from a range of high quality live and recorded music</p> <p>Be able to follow simple directions (eg start/stop, play loudly/quietly)</p> <p>An increased ability to choose different sounds and improvise using repetitive sounds</p>	<p>To know the words to longer repetitive songs</p> <p>To understand the concepts of High and Low, Fast and Slow, Loud and Quiet and know how to play a familiar instrument following these instructions</p> <p>To know the names of some familiar instruments, how they are played and whether they are tuned or untuned</p> <p>To begin to recognise common instruments when listening to a musical recording</p>
<p>Formal</p> <p>NC KS1 Music (2019)</p> <p>Formal: Extention</p> <p>NC KS2 Music (2019)</p>	<p>Develop their use of voice in singing and the playing of instruments with increased musicality</p> <p>Listen to longer extracts and make simple observations about a wide range of music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Begin to use and understand graphic and simple staff notations</p> <p>Recall sounds with increasing aural memory</p>	<p>To know how to sing/play a wider range of songs/music</p> <p>To know the names for each of the interrelated dimensions of music and what they mean e.g. Dynamics (loud and quiet)</p> <p>To know the names of common instruments</p> <p>To understand how you can choose sounds to create a simple piece of music</p> <p>To know what a graphic score looks like and how to read simple notation</p>