



## Woolgrove Curriculum Skills and Knowledge

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

	Skills	Knowledge
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Experiments with sound and whole body movement through multi-sensory exploration and with increasing expression</li> <li>Listens to or joins in simple and repetitive rhymes or songs</li> <li>Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>Sings/vocalises whilst listening to music or playing with instruments/sound makers</li> </ul>	<ul style="list-style-type: none"> <li>To recognise some familiar rhymes and begin to remember some key words/actions in a favourite song</li> <li>To know some ways that you can move to music</li> <li>To know that instruments make sounds by rubbing, shaking, tapping, striking or blowing</li> <li>Explores and learns how sounds and movements can be changed</li> </ul>
<b>Pre-Formal</b>	Refining of skills taught in EYFS	Refining of knowledge taught in EYFS
<b>Semi-Formal 1</b>	<ul style="list-style-type: none"> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>Enjoys joining in with dancing and ring games and begins to move rhythmically. Imitates movement in response to music</li> <li>Beginning to increase control of playing including playing in time with the pulse, tapping simple repetitive rhythms, starting and stopping</li> <li>Shows an interest in the way musical instruments sounds can be made and how sounds can be changed</li> <li>Creates rhythmic sounds and movements</li> </ul>	<ul style="list-style-type: none"> <li>To know the words of familiar rhymes and songs</li> <li>To know the names of some familiar songs</li> <li>To know the words hit, shake, scrape, blow</li> <li>To know the names of a few common instruments</li> <li>To know when to start and stop playing</li> <li>To begin to understand how to control an instrument in order to play it loudly or quietly, fast or slow.</li> <li>To know whether an instrument should be hit, shaken ,scraped or blown</li> <li>Creates sound effects and movements</li> </ul>
<b>Semi-Formal 2</b>	<ul style="list-style-type: none"> <li>Joins in singing a more varied repertoire of simple repetitive songs, increasing in length</li> <li>Able to move and play in time with the pulse and can tap out simple repetitive rhythms with increased confidence</li> <li>Able to listen to short extracts from a range of high quality live and recorded music</li> <li>Be able to follow simple directions (eg start/stop, play loudly/quietly)</li> <li>An increased ability to choose different sounds and improvise using repetitive sounds</li> </ul>	<ul style="list-style-type: none"> <li>To know the words to longer repetitive songs</li> <li>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</li> <li>To know the names of some familiar instruments, how they are played and whether they are tuned or untuned</li> <li>To begin to recognise common instruments when listening to a musical recording</li> </ul>
<b>Formal</b> <b>NC KS1 Music (2019)</b>	<ul style="list-style-type: none"> <li>Develop their use of voice in singing and the playing of instruments with increased musicality</li> <li>Listen to longer extracts and make simple observations about a wide range of music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>Responds to and engages with the world that surrounds them and expresses self through physical actions and sounds</li> </ul>	<ul style="list-style-type: none"> <li>To know how to sing/play a wider range of songs/music</li> <li>To know the names for each of the interrelated dimensions of music and what they mean e.g. Dynamics (loud and quiet)</li> <li>To know the names of common instruments</li> <li>To understand how you can choose sounds to create a simple piece of music</li> </ul>
<b>Extension: NC KS2 Music 2019</b>	<p>Begin to use and understand graphic and simple staff notations</p> <p>Recall sounds with increasing aural memory</p>	<p>To know what a graphic score looks like and how to read simple notation</p>