



# **St Anne Line Catholic Infant School**

## **Music Curriculum**

### **Progression of Knowledge, Skills and Vocabulary**

## School Mission, Vision and Context

### Mission Statement

With Jesus, We Love, We Learn, We Pray.  
Together, we grow Our School each day.

### Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

### Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

### This means in Music

- Many children begin their musical journey with limited prior experience, so we ensure that music lessons are accessible and inclusive for all.
- Our diverse and vibrant school community is reflected in the music we explore, celebrating different cultures, traditions, and languages through song and instrumental work.
- Music supports language development, and we use it as a tool to enhance communication and expression, particularly for children with SEND. Teachers provide tailored support so that every child can participate fully and make progress.
- Our Catholic faith inspires our approach to music, helping children express their spirituality and creativity through sacred and reflective music as well as through joyful celebration.

**Nursery**  
**Expressive Arts & Design - Being Imaginative**

**2-3 years**

**3-4 years**

Across the year, children develop confidence in experimenting with colour and materials, and use open-ended resources to express their ideas. Through art and construction, they build creativity, curiosity, and increasing independence.

Across the year, children build confidence and control in drawing and painting, creating more detailed work, exploring colour mixing, varied tools, techniques, surfaces, and artist-inspired pieces. They begin to express ideas and emotions through their artwork.

**Music in EYFS**

Reception

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Combine different movements with ease and fluency.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining 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 or in groups.

ELGs

- Sing a range of well-known nursery rhymes, and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music.

**Reception**  
**Expressive Arts & Design - Being Imaginative**  
**(Specific Area)**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

<p><b><u>Being Imaginative</u></b></p> <p>Children will enjoy moving to music in a variety of ways: dancing, marching, acting.</p> <p>Children will know that music can change your emotions.</p>	<p><b><u>Being Imaginative</u></b></p> <p>Children will be able to find the pulse in music.</p> <p>Children will collaboratively perform learnt songs (Nativity).</p>	<p><b><u>Being Imaginative</u></b></p> <p>Children will copy a basic rhythm pattern.</p>	<p><b><u>Being Imaginative</u></b></p> <p>Children will identify high and low pitch sounds.</p> <p>Children will experiment with different ways of playing instruments to create different pitch.</p> <p>Children will join in with choreographed dances</p>	<p><b><u>Being Imaginative</u></b></p> <p>Children will invent a pattern using one pitch note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Children will sing along with pre-recorded songs and actions.</p>	<p><b><u>Being Imaginative</u></b></p> <p>Children can add a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p> <p>Children sing along with a backing track.</p> <p>Children will perform their own songs, adding dance, actions and/or instrumental parts.</p>
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<p align="center"><b>Music Long Term Plan and Progression of Knowledge and Skills</b></p> <p align="center">In KS1, the Charanga Scheme is adopted and taught by class teachers in Year 1 and a teacher from the Essex Music School in Year 2. In Year 2, children learn to play the tuned instrument: the ukulele</p>							
Year Group		Year 1			Year 2		
Term		Autumn	Spring	Summer	Autumn	Spring	Summer
Units:		My musical heartbeat	Exploring sounds	Improvisation	Pulse, rhythm and pitch	Inventing a musical story	Improvisations
		Dance, sing and play	Learning to listen	Let's perform together	Playing in an orchestra	Recognising different sounds	Our Big Concert!
Musicianship Activities: Understanding	Knowledge	Start to know and demonstrate the difference between pulse, rhythm and pitch.			Know/Understand the difference between creating a rhythm pattern and a pitch pattern. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).		

<p>Music, Improvise Together Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics</p>	<p>Skills</p>	<p>Use body percussion, instruments and voices. Find and keep a steady beat together. Begin to move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns.</p>	<p>Use body percussion, instruments and voices. Move in time and keep a steady beat together. Create their own rhythmic and melodic patterns. Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Sing short phrases independently. Continue to learn to watch and follow a steady beat. Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long and short sounds, and match them to syllables and movement</p>
<p>Activity: Listening (Listen and Respond) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</p>	<p>Knowledge</p>	<p>Begin to know/understand where the music fits in the world. Begin to know/understand different styles of music.</p>	<p>To know some songs have a chorus or a response/answer part. To know that songs have a musical style and to talk about why they like or don't like the music. To know a fast and slow temp. Begin to know/understand that there are different styles of music.</p>
	<p>Skills</p>	<p>Move, dance and respond in any way they can when listening. Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Talk about any other music they have heard that is similar.</p>	<p>Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music.  Talk about any other music they have heard that is similar. Identify a fast or slow tempo Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. Discuss the style(s) of the music. Discuss what the song or piece of music might be about.</p>
<p>Activity: Singing (Learn to Sing the Song) Elements: Pulse, Rhythm, Pitch, Tempo,</p>	<p>Knowledge</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices</p>
	<p>Skills</p>	<p>Sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song.</p>	<p>Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitch accuracy. Understand and follow the leader or conductor. Sing and try to communicate the meaning of the words.</p>

Dynamics, Structure		Try to follow the leader or conductor. Add actions and/or movement to a song.	Listen for being 'in time' or 'out of time'. Add actions and perhaps movement to a song.
Activity: Playing Instruments (Play Your Instruments with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure	Knowledge	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Know the name of the tuned instrument they play in class.
	Skills	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together as a group while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat
Creating: Improvising (Improvise with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure	Knowledge	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes
	Skills	Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A Begin to create personal musical ideas using the given notes. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.
Creating: Composing (Compose with the Song, Create a Graphic Score,	Knowledge	Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.
	Skills	Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C. F, G F, G, A F, G, A, C F, G, A, C, D	Continue to understand that composing is like writing a story with music. Perform their simple composition/s using two, three, four or five notes. Start their tune/s on note one and end it on note one. Use simple notation if appropriate: Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major).

<p>Compose with a Theme, Music Notepad, Quickbeats) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics</p>		<p>Start and end on the note F. D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D. Begin to explore and create using graphic scores: ● Create musical sound effects and short sequences of sounds in response to music and video stimuli. ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ● Create a story, choosing and playing classroom instruments. ● Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. ● Use music technology, if available, to capture, change and combine sounds.</p>	<p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F). Explore and create graphic scores: ● Create musical sound effects and short sequences of sounds in response to music and video stimuli. ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ● Create a story, choosing and playing classroom instruments. ● Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. ● Use music technology, if available, to capture, change and combine sounds.</p>
<p>Performing (Perform the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</p>	<p>Knowledge</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>
	<p>Skills</p>	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. When planning, rehearsing, introducing and performing the song: ● Introduce the performance. ● Begin to play tuned and untuned instruments musically within the performance. ● Begin to use the voice expressively and creatively by singing simple songs. ● Begin to play together as a group /band /ensemble. ● Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p>	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions to the song. Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. Perform the song from memory. Follow the leader or conductor. Continue to play tuned and untuned instruments musically within the performance. Continue to use the voice expressively and creatively by singing simple songs. Continue to play together as a group /band /ensemble. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>
<p>Links to other areas of the curriculum</p>	<p>Topics include: ● Counting ● Days of the week ● Parts of the body ● Counting backwards from 10 ● Animals from around the world ● Insects ● Our planet/our solar system ● Stories ● Shapes ● Friendship and building relationships ● Kindness, respect and helping one another ● Responsibility ● Families and traditions ● Communication ● Using your imagination ● Life in different countries ● Nature, the environment ● Connections with the past ● Culture and communities ● Storytelling and entertainment ● Individuality and self-expression</p>	<p>Topics include: ● The importance of communication ● Working and playing together ● Stories ● Caring about other people ● Developing morals and ethics ● Music from different parts of the world ● Playing in a band together ● Nature: the sun ● Looking after the planet ● Identity and accepting one another ● Friendship and building relationships ● Kindness, respect and empathy ● Responsibility ● Families and traditions ● Communication ● Using your imagination ● Life in different countries ● Culture and communities ● Connections with the past ● Storytelling and entertainment ● Society and current events ● Celebrating differences</p>	

## Vocabulary

Year Group	Nursery			Reception		
Term				Autumn	Spring	Summer
<b>Vocabulary</b>	Children use simple musical vocabulary such as <i>sing, loud, quiet, fast, slow, beat, rhythm, instruments, listen</i> . They begin to recognise pulse and copy simple patterns.			music move dance march act emotion happy sad fast slow pulse beat song perform together	rhythm pattern copy clap tap repeat high low pitch sound instrument loud quiet change dance	note melody two-note compose create pulse steady accompany sing backing track rehearse perform audience actions instrument
Year Group	Year 1			Year 2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Vocabulary</b>	Pulse, rhythm, pitch, structure, rap, improvise, compose, melody, bass guitar, drums, decks, perform, dynamics, tempo, rap, improvise, singers, keyboard, percussion, trumpets	<i>Blues, Baroque, Latin, Irish Folk, Funk, Bhangra (6 styles)</i> , pulse, rhythm, pitch, dynamics, structure, tempo, compose, improvise, perform, share, keyboard, bass guitar, percussion, trumpets, saxophones, improvise, audience	Keyboard, drums, bass guitar, pulse, rhythm, pitch, dynamics, structure, tempo, improvise, compose, perform, audience, imagination  Revise existing.	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo,, structure, tempo, bells, guitar, bass, electric, drums, chime bars, ukulele	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, ukulele	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, ukulele  Revise existing.