

Music Skills and Knowledge Progression Map

Intent – What we are teaching in Music

At Hatfield Peverel Infant and Nursery School, we believe that Music plays an integral part in helping our children to feel part of a community and a sense of belonging. We encourage all children to use music as a unique form of expression that empowers them to communicate freely and creatively both in and out of the classroom. Through fun and engaging lessons and performances children are given every opportunity to develop their love and enjoyment for music, acknowledging that every child is a musician.

Implementation – How we are teaching Music

Sing Up scheme of work provides the foundation to deliver a creative programme of high-quality classroom music activity. It covers a broad and diverse range of repertoire, approaches, and musical traditions. Knowledge and skills are both progressive and consolidating, ensuring that key learning is embedded. Lessons support a fully-integrated approach to musical development, connecting the interrelated strands of singing, playing, performing, composing, improvising, listening, and appraising. This approach supports the children to gain confidence in making their own creative choices that allow for individual expressionism, whilst still being rich in core skills and understanding.

Impact – What the children have learnt

By the end of KS1, children at Hatfield Peverel and Infant School should be confident performers, composers and listeners that will be able to express themselves musically in school and beyond. The expected impact of the following Sing Up scheme of work is that all children will develop the self-confidence, skills, knowledge and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to. Through this scheme of work children will be able to improvise and compose, sing and play, and listen and appraise. Using our progression of skills and knowledge document, teachers are able to accurately assess the level of the children's work.

National Curriculum

Pupils should be taught:

- to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- to play tuned and untuned instruments musically
- to listen with concentration and understanding to a range of high-quality live and recorded music
- to experiment with, create, select and combine sounds using the inter-related dimensions of music

Development Matters

(0-3)

- Join in with songs and rhymes making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.

(3-4)

Communication and Language

- Sing a large repertoire of songs.

Physical development

- Use large-muscle movements to wave flags and streamers, paint and make marks.

Expressive Arts and Design

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').

- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
 - Play instruments with increasing control to express their feelings and ideas.
- (Reception)**
Communication and Language
- Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs.
- Physical development**
- Combine different movements with ease and fluency
- Expressive Arts and Design**
- 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.
- Early Learning Goals**
Expressive Arts and Design: Being imaginative and expressive
- 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 music

Inclusion including SEND	Assessment	Cultural Capital
All children will be given the same task because we believe in teaching a mastery approach across all subject areas and ensuring equal access for all through Quality First Teaching. This includes teacher modelling and scaffolded practice for all children, focus groups with adult support for those needing further assistance, and pre-teaching sessions. Talk partners are used to build confidence. Now and next boards	Prior knowledge and retrieval opportunities are included at the beginning of units of work so that planning can be adapted or amended to support gaps or misconceptions. A clear sequence of lessons identifies the key knowledge that children need to acquire at the end of each lesson or unit of work. In the moment questioning and verbal feedback is an integral part in all lessons that assesses children's	Trips: Music festivals, Pantomime, Church visits (Harvest), EMC visits and performances. Key Year group performances: Spring Concert (Reception), Christmas Concert (Year 1), Leavers Concert (Year 2) Assemblies: Listening to different genres of music including world music. Singing assemblies learning whole school songs.

Hatfield Peverel Infant and Nursery School – Music



support the completion of tasks. Interventions are provided as needed, and external advice is sought to support inclusion.		knowledge and moves their learning. Performances are recorded which allow for peer and self-assessment opportunities and to further identify children’s progression.	Enrichment opportunities: Rock Steady, workshops, clubs (Musical Theatre, choir)	
At Hatfield Peverel Infant and Nursery School, we use Sing Up scheme of work as this provides a creative programme of high-quality classroom music activity whilst inspiring pupils and encouraging them to gain confidence in making their own creative choices that allow for individual expressionism. It provides the opportunity for children to learn about a variety of composers and music genres.				
	Nursery	Reception	Year 1	Year 2
Improvise and compose Skills	- To make repetitive sounds in a rhythm. - To explore using musical instruments and practice tapping, shaking or blowing them. - To repeat different songs by moving your voice higher and lower. - To create new songs or change words of existing ones they know. - To use instruments in a controlled way to express different feelings and ideas.	- To make up new words and actions about different emotions and feelings. - To explore making sound with voices and percussion instruments to create different feelings and moods. - To make up a simple accompaniment using percussion instruments. - To create a sound story using instruments to represent different animal sounds/ movements. - To make up new lyrics and accompanying actions. - To improvise a vocal/physical soundscape about minibeasts. - To develop a song by composing new words and adding movements and props.	- To participate in creating a dramatic group performance using kitchen themed props. - To compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). - To compose musical sound effects and short sequences of sounds in response to a stimulus. - To improvise question-and answer conversations using percussion instruments. - To create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. - To attempt to record compositions with stick and other notations. - To create musical phrases from new word rhythms that children invent.	- To improvise rhythms along to a backing track using the note C or G. - To compose call-and response music. - To select instruments and compose music to reflect an animal’s character. - To invent simple patterns using voices, body percussion, and then instruments. - To follow signals given by a conductor/leader. - To structure compositional ideas into a bigger piece. - To improvise solos using instruments. - To compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. - To improvise and compose, structuring short musical ideas to form a larger piece. - To begin to understand duration and rhythm notation. - To structure musical ideas into a whole-class composition.

				- To create action patterns in 2- and 3-time. - To compose a soundtrack to a clip of a silent film. - To understand and use notes of different duration. - To understand and use notes of different pitch. - To understand and use dynamics.
Knowledge	- Improvise a short rhythmic tune with their voice or instruments. - Change their voice to go high or low.	- Know that you can make a range of sounds with your voice. - Understand that instruments can be used to create simple accompaniments and sound effects. - Know how words can be composed to develop a song.	- Name the notes E, D and C and know that they can be used to create musical phrases. - Identify musical phrases, word patterns and rhythms using mi-re-do (E,D,C). - Know how music can be used in response to a stimulus. - Understand what a question and answer conversation is in music. - Identify and record simple notation. E.g. stick notation, graphic scores.	- Name the notes C & G and know that they can be used to create simple patterns using voices, body percussion, and instruments. - Know how to structure musical ideas to create accompaniments, soundtracks and whole class compositions. - Know the term duration and rhythm and how this can be represented using notation. - Recognise that notes have different pitches and begin to name the different notes. - Know the term dynamics and what this refers to in music.
Sing and Play Skills	- To join in with nursery rhymes and familiar songs. - To access the instruments and experiments with making sounds. - To remember words and rhythms of songs and sing them entirely.	- To sing with a sense of pitch, following the shape of the melody with their voices. - To mark the beat of the song with actions. - To use the voice to adopt different roles and characters. - To match the pitch of a 4-note (la-so-mi-do) call-and-response song.	- To sing a cumulative song from memory, remembering the order of the verses. - To play classroom instruments on the beat. - To copy a leader in a call and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.	- To play the melody on a tuned percussion instrument. - To sing with good diction. - To chant a rap rhythmically and perform to an accompaniment. - To chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.

	To begin to practice matching the pitch of someone else's voice.	- To sing an action song with changes in speed. - To play along with percussion instruments. - To perform the story as a class. - To sing and play a rising and falling melody, following the shape with voices and on tuned percussion. - To sing in call-and-response and change voices to make a buzzing sound. - To play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. - To sing a song that uses a call-and-response structure. - To play sea sound effects on percussion instruments. - With some support, to play a call-and-response phrase comprising a short, stepping tune (C-D-E).	- To chant together rhythmically, marking rests accurately. - To play a simple ostinato on untuned percussion. - To sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. - To sing a simple singing game, adding actions to show a developing sense of beat. - To create, interpret, and perform simple graphic scores. - To perform actions to music, reinforcing a sense of beat. - To sing and chant songs and rhymes expressively. - To sing either part of a call and-response song. - To play the response sections on tuned percussion using the correct beater hold. - To echo sing a line independently with teacher leading, then move on to pair singing in echo format.	- To learn a clapping game that shows the rhythm. - To sing and play, performing composed pieces for an audience. - To learn a simple rhythm pattern and perform it with tempo and volume changes. - To learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. - To follow signals from a conductor.
Knowledge	- Match someone's pitch whilst singing. - Sing along to nursery rhymes.	- Know that a song has a melody which can be sung. - Begin to understand that songs have a beat. - Know what a percussion instrument is and how they are played. - Know what a call and response is in music.	- Name the notes E, D and C and recognise how they can be used when singing. - Know that a song has a beat and begin to identify this using actions and instruments. - Know what a simple ostinato is.	- Know what good diction is. - Know terms volume and tempo and recognise how these are used in music. - Know that a melody can be played on a tuned instrument. - Recognise that notes have different lengths that are used to create different rhythms

			- Recognise that notes have different pitches and how these can be shown using hand actions. - Identify and record simple notation. E.g. stick notation, graphic scores. - Know the term echo-singing.	(crotches, quavers and crotchet rests). Begin to name the musical terms crescendo, diminuendo, accelerando, ritenuto.
Listen and appraise Skills	- To listen carefully to the sounds around them. - To add gross motor movements alongside a song. - To talk about how a song has made them feel and share opinions.	- To listen to music and show the beat with actions. - To use appropriate hand actions to mark a changing pitch. - To listen to a piece of classical music and respond through dance. - To listen to a range of sea-related pieces of music and respond with movement.	- To listen and move in time to the song. - To recognise the difference between a pattern with notes (pitched) and without (unpitched). - To listen actively by responding to musical signals and musical themes using appropriate movement. - To create a musical movement picture. - To recognise how graphic symbols can represent sound. - To respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. - To develop awareness of duration and the ability to move slowly to music. - To create art work, drawing freely and imaginatively in response to a piece of music. - To listen and copy rhythm patterns. - Listen and copy call-and-response patterns on voices and instruments.	- To recognise and play echoing phrases by ear. - To listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. - To identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made). - To recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. - To show the following durations with actions: ‘walk’ (crotchet) and ‘jogging’ (quavers). - To listen and appraise, with focus and attention to detail, recalling sounds and patterns.

				- To listen to and analyse four pieces of music inspired by travel/vehicles. - To listen actively and mark the beat by tapping, clapping, and swinging to the music. - To listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). - To understand and explain how beats can be grouped into patterns and identify them in familiar songs. - To move freely and creatively to music using a prop.
Knowledge	- Share opinions about music. - Move along to music.	- Begin to understand that songs have a beat. - Know that music changes pitch and begin to understand that these changes can be shown using hand actions. - Know that different music genres make you want to move in different ways.	- Know that you can listen and move in time to music - Identify and record simple notation. E.g. stick notation, graphic scores. - Know that you can respond freely and imaginatively to music. - Know what a call and response pattern is and how these can be copied using voices and instruments.	- Know that beat can be marked by tapping, clapping and swinging to the music. - Recognise that notes have different lengths that are used to create different rhythms (crotchets, quavers and crotchet rests). - Know that music has different qualities of sound (timbre). - Name musical terms when discussing music. - Know what an echo phrase is.

Vocabulary				
	Nursery	Reception	Year 1	Year 2
	Loud, Quiet, Fast, Slow, High, Low, Soft, Hard, Stop, Go, Tap, Shake, Bang, Clap, Sing, Drum, Bell, Shaker, Triangle, Maraca, Jingle, Beat, Tune, Rhythm, Listen, Voice	Pitch, melody, beat. rhythm, tempo, soundscape, lyrics, voice, percussion, instruments, call and response, tuned, untuned	All of Reception vocabulary plus the following: Ostinato, notation, graphic score, composer, compose, cumulative, chant, syllable, rest, phrase, verse, pitched, unpitched, duration, echo singing , pattern, conductor, stick, notation	All of Reception & Year 1 Vocabulary plus the following: Timbre ,texture, monophonic, polyphonic , unison, crotchet, quaver, crotchet rest, rhythm, looping, accompaniment, dynamics, diction, soundtrack, diction, articulation, smooth, detached, crotchet, quavers, crotchet rests, echo phrase

From Sing Up 2025

KF February '26