

Bridging Music Curriculum from EYFS to Year 1



EYFS	Music					
	Performing	Composing & Improvising	Listening & Appraising	Technology	Vocal Skills	Notation
	ELG: Gross motor skills <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Being imaginative and expressive <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music 		ELG: Listening, attention and understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ELG: Speaking <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	ELG: Managing self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ELG: Being imaginative and expressive <ul style="list-style-type: none"> 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 		ELG: Building relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others ELG: Listening, attention and understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Inter-related Dimensions						
Duration (Pulse & Rhythm)	Pitch	Dynamics	Tempo	Texture	Timbre	Structure
<ul style="list-style-type: none"> Copy simple rhythms based on words Move to the pulse of the music Be aware of sounds and rhythms Distinguish between sounds and remember patterns of sound Experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech 	<ul style="list-style-type: none"> Copy a so-mi pattern Respond to obvious changes in pitch Recognise and broadly control changes in pitch when playing instruments and vocally 	<ul style="list-style-type: none"> Respond to obvious changes in dynamics Create loud and quiet sounds using the voice, body percussion and instruments Recognise and broadly control changes in dynamics when playing instruments and vocally 	<ul style="list-style-type: none"> Respond to obvious changes in tempo Create fast and slow sounds using the voice, body percussion and instruments Recognise and broadly control changes in tempo when playing instruments and vocally 	<ul style="list-style-type: none"> Experienced unison and 2-part textures. 	<ul style="list-style-type: none"> Experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers) Match instruments to sounds Experienced and developed awareness of sounds made with instruments and noise makers Listened to and appreciate the difference between sounds made with instruments Use a wide vocabulary to talk about the sounds instruments make Talk about sounds we make with our bodies and what the sounds mean Recognise and broadly control changes in timbre when playing instruments and vocally 	<ul style="list-style-type: none"> Experienced a range of structures through simple songs and musical activities

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F1	<ul style="list-style-type: none"> To join in with singing familiar songs and rhymes. 	<ul style="list-style-type: none"> To respond to music with movement and dance. 	<ul style="list-style-type: none"> To listen to live and recorded music, hearing instruments. To listen to live and recorded music, noticing changes in tempo. 	<ul style="list-style-type: none"> To record and listen back to sounds, including our own voice. 	<ul style="list-style-type: none"> To sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> To listen attentively and respond to what they hear with relevant actions during small group interactions.
F1 Vocab	<ul style="list-style-type: none"> Sing, song, rhymes, rhythm 	<ul style="list-style-type: none"> Instruments, pattern, loud, quiet, movement 	<ul style="list-style-type: none"> Listen, fast, slow, what can you hear? Did you like it? 	<ul style="list-style-type: none"> Record, voice, how did that make you feel? 	<ul style="list-style-type: none"> nursery rhymes, songs, perform, high, low 	<ul style="list-style-type: none"> actions, listen, clap, stamp, tap
F2	<ul style="list-style-type: none"> To perform familiar songs and rhymes. 	<ul style="list-style-type: none"> To respond to music, including individual instruments with movement and dance. 	<ul style="list-style-type: none"> To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo and rhythm. 	<ul style="list-style-type: none"> To record sounds alongside a video of themselves, responding with appropriate sounds. 	<ul style="list-style-type: none"> To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing. 	<ul style="list-style-type: none"> To listen attentively and respond to what they hear with relevant comments, questions and actions during whole class discussions.
F2 Vocab	<ul style="list-style-type: none"> Find the beat, Sing, song, rhymes, rhythm, call and response, move to the sound of the music, up, down 	<ul style="list-style-type: none"> Shake, tap, pitch, slow, fast, scratch, beat, instruments, change 	<ul style="list-style-type: none"> words, instruments, voice, smooth, spiky, , up, down, high, low, loud, quiet 	<ul style="list-style-type: none"> video, (shared performances on Yumu) 	<ul style="list-style-type: none"> create, join in, call and respond, (my turn, your turn) 	<ul style="list-style-type: none"> Listen attentively,

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	Duration (Pulse & Rhythm)	Pitch	Dynamics	Tempo	Texture	Timbre	Structure
F1	<ul style="list-style-type: none"> Move to the music. Be aware of sounds in the environment. Distinguish between different sounds (up to 3). Experience rhythm and rhyme. 	<ul style="list-style-type: none"> Respond to obvious changes in pitch, as modelled by an adult. Recognise changes in pitch when playing instruments. 	<ul style="list-style-type: none"> Respond to obvious changes in dynamics. Create loud and quiet sounds using the voice and instruments. Recognise changes in dynamics when playing instruments. 	<ul style="list-style-type: none"> Respond to obvious changes in tempo, as modelled by an adult. Create fast and slow sounds using the voice and body percussion. 	<ul style="list-style-type: none"> Experience unison. 	<ul style="list-style-type: none"> Experiment with sound (e.g. body percussion, voice, sound makers). Awareness of sounds made with instruments and noise makers. Awareness of vocabulary to talk about the sounds instruments make. 	
F1 Vocab	<ul style="list-style-type: none"> Move, wriggle, stamp, sway, walk 	<ul style="list-style-type: none"> High, low 	<ul style="list-style-type: none"> change, loud, quiet, fast, slow 	<ul style="list-style-type: none"> fast, slow 	<ul style="list-style-type: none"> Sing together 	<ul style="list-style-type: none"> Use available percussion instruments, body percussion, 	
F2	<ul style="list-style-type: none"> Copy simple rhythms based on words. Move to the pulse of the music. Be aware of sounds and rhythms. Distinguish between sounds and remembers patterns of sounds. Experience rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. 	<ul style="list-style-type: none"> Copy a so-mi pattern. Respond to obvious changes in pitch. Recognise and broadly control changes in pitch when playing instruments and vocally. 	<ul style="list-style-type: none"> Create loud and quiet sounds using the voice, body percussion and instruments. Recognise and broadly control changes in dynamics when playing instruments and vocally. 	<ul style="list-style-type: none"> Respond to obvious changes in tempo. Create fast and slow sounds using the voice, body percussion and instruments. 	<ul style="list-style-type: none"> Experience unison and 2-part textures. 	<ul style="list-style-type: none"> Experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers). Match instruments to sounds. Experience and develop awareness of sounds made with instruments and noise makers. Listen to and appreciate the difference between sounds made with instruments. Use a wide vocabulary to talk about the sounds instruments make. 	
F2 Vocab	<ul style="list-style-type: none"> Beat, syllables, call and response, copy 	<ul style="list-style-type: none"> High, low, sing, fast, slow (use hands movement to support) shape of song 	<ul style="list-style-type: none"> Loud, quiet, tap the syllables, play along, steady beat, start, stop 	<ul style="list-style-type: none"> Slow, fast, make a sound 	<ul style="list-style-type: none"> 2 parts, call and response 	<ul style="list-style-type: none"> Cymbals, shakers, tambourine, guiro, scrape, claves, maraca, describe the change, fast, slow, quiet, loud, 	