



Music - Progression document

	Nursery	Reception	Year 1	Year 2
Hearing and listening (KS1 Listening)	<p>Identify and match an instrument to its sound.</p> <p>Match music to pictures.</p> <p>Can describe a sound e.g. scratchy/soft.</p> <p>Creates visual representations of sound, instruments and pieces of music.</p>	<p>Can begin to express their views about what they hear e.g., this music sounds like floating.</p> <p>Distinguish between what they hear e.g. it started fast, I heard lots of instruments</p> <p>Listen to a range of genres and associate music with characters or stories</p> <p>Anticipate changes in music (getting faster/slower, louder/quieter)</p>	<p>Listen with increasing concentration to music from different genres and time periods.</p> <p>Begin to discuss what they have heard using musical terms linked to the elements of (pitch, duration, dynamics, tempo, timbre).</p> <p>Begin to recognise musical instruments that they have heard.</p> <p>Listen, enjoy and appreciate live and recorded music.</p>	<p>Listen and compare music from different genres and periods.</p> <p>Be able to discuss changes in the music.</p> <p>Begin to develop a personal response to what they hear and be able to say what the music reminds them of, if they like it or not and why.</p> <p>To identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>To understand how musical elements create different moods and effects (e.g. low pitch may make the music sound sad or mysterious).</p>
Vocalising and singing (KS1 Singing)	<p>Enjoy sounds and words and have fun "creating" own songs.</p> <p>Sing familiar rhymes and songs.</p> <p>Begin to improvise familiar songs (changing words or actions)</p> <p>Enjoy vocal sound games.</p> <p>Change the words in a song.</p>	<p>Begin to pitch match when singing.</p> <p>Singing a simple melodic shape (up and down).</p> <p>Begin to enjoy performing for others.</p> <p>Begin to internalise songs (singsongs in their head).</p>	<p>Sing simple songs and rhymes.</p> <p>Sing collectively at the same pitch responding to visual directions (start, stop, loud, quiet and counting in).</p> <p>Learn songs with a small range.</p> <p>Sing call and response songs.</p> <p>Sing songs for pleasure and enjoy performing with others.</p>	<p>Sing songs regularly with increasing vocal control.</p> <p>Sing songs with a small pitch range e.g. Rain rain go away (pitching accurately).</p> <p>Understand the meaning of dynamics (loud/quiet) Tempo (fast/slow) and be able to demonstrate these whilst singing following the teacher's direction or visual symbols crescendo ((getting louder) decrescendo (getting quieter).</p> <p>Sing songs for pleasure with others and extend their repertoire.</p>



Music - Progression document

<p>Moving and dancing (KS1 Musicianship)</p>	<p>Clap or tap the pulse of the music that is being listened to. Clap or tap the pulse of a familiar song. Begin to interpret sound of instruments through movement e.g. light tip toes running for a xylophone, shake your body in response to hearing a shaker</p>	<p>Move to the sound of instruments e.g. walk, jump, hop to a beating drum. Move appropriately to a piece of music (fast/slow different body movements e.g. spiky moves, floating movements etc.) Move in time to the pulse of the music. Replicate simple familiar choreographed dances. Begin to enjoy making up their own dances to music.</p>	<p>Pulse/beat Walk, move, clap to a steady beat with others-begin to be able to recognise changes to the tempo as the music changes. Use body percussion and class percussion playing repeated rhythm patterns and short pitched patterns on tuned instruments. Respond to the pulse in recorded or live music through movement or dance</p> <p>Rhythm Perform short copycat rhythms accurately led by the teacher. Perform short repeating rhythm patterns whilst keeping in time with a steady beat. Understand crotchet and quaver notation. Perform word pattern chants (caterpillar crawl, fish and chips) – create retain and perform their own rhythm patterns.</p> <p>Pitch Listen to sounds in the environment – compare high and low sounds.</p>	<p>Pulse/beat Understand that the speed of the beat/pulse can change (Practise using a faster or slower tempo) Mark the beat of a listening piece by tapping or clapping and recognising tempo and changes in tempo. Walk in time to the beat of a piece of music or song. Begin to co –ordinate movements with others knowing the difference between left and right – shared movement. Begin to group beats in twos and threes by tapping knees on the strongest beat. Identify the beat groupings in familiar music that they sing regularly or listen to.</p> <p>Rhythm Play copycat rhythms copying a leader and invent own rhythms for others to copy on un-tuned percussion. Create rhythms using words and phrases. E.g. Hello Simon can you come and play? Read and respond to changed rhythm patterns and represent them with crotchet, quaver, minim and rest notation.</p>



Music - Progression document

			<p>Sing familiar songs in both high and low voices. Explore percussion sounds to enhance storytelling. Ascending notes to suggest climbing, quiet sounds for gentle rain, strong beats to represent marching. Follow pictures and symbols singing and playing e.g. 4 dots is 4 taps on the drum.</p>	<p>Create and perform their own chanted rhythm patterns using crotchet, quaver, and minim and rest notation. Pitch Play singing games based on the cuckoo interval (so-mi) matching voices accurately. Sing short phrases independently within a singing game or song. Respond independently to pitch changes heard in short melodic phrases. (stand up sit down, hands high/low) Recognise dot notation and match it to 3-note tune played on tuned percussion. Notes from C major scale.</p>
<p>Exploring and playing (KS1 Composing)</p>	<p>Add sound effects to stories. Pretend to be a conductor (use hand signals to start and stop playing). Show control to hold and play instruments and produce a musical sound. Respect and care for instruments. Play an instrument with control showing (fast/slow) (loud/quiet)</p>	<p>Create music using percussion instruments based on a theme eg. Seaside sounds. Play instruments to match the structure of the music. Keep a steady beat/pulse using an instrument. Tap rhymes to accompany words e.g. names/objects/animals Create rhythms using instruments and body percussion. Play along to the beat of the song/music.</p>	<p>Improvise around simple vocal phrases (use question and answer phrases) linked to rhythm and pitch. Create musical sound effects and short sequences of sounds e.g., a rainstorm, train journey. Combine sounds to make a story choosing instruments or sound objects e.g. rustling leaves. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent and retain recall rhythm and pitch patterns and perform for others.</p>	<p>Create music in response to a given stimulus (e.g. Great Fire of London) Work with a partner to improvise simple question and answer phrases to be sung or played on an un-tuned instrument. Use graphic symbols, dot and stick notation to keep a record of simple composed pieces. Use musical terminology to capture, change and combine sounds.</p>



Music - Progression document

			Use musical terminology to capture/change and combine sounds. Recognise how graphic notation can represent sounds. Explore and invent own symbols.	
--	--	--	---	--

Whole School composer links (linked to the text "Once upon a Tune" James Mayhew)

Autumn 1 – Paul Dukas

Autumn 2 – Jean Sibelius

Spring 1 – Rimsky-Korsakov

Spring 2 – Grieg

Summer 1 - Rimsky-Korsakov

Summer 2 - Rossini