

Music - Progression of Knowledge and Skills

	Nursery	Reception	Year 1	Year 2
Singing	- Join in singing simple repetitive songs and melodic patterns using a limited pitch range. - Start to use spoken voice rhythmically in rhymes and in free creative play. - Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) - Start to copy and pitch match simple intervals such as soh-me pattern with voice.	- Join in singing simple repetitive songs and melodic patterns using a limited pitch range. - Use spoken voice rhythmically in rhymes and in free creative play. - Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) - Copy and pitch match simple intervals such as soh-me pattern with voice.	- Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. - Sing so-mi songs and singing games with accurate pitch matching. - Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. - Explore using the voice expressively and creatively. - Begin to use the 'thinking' voice.	- Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. - Sing la-so-mi songs and singing games with accurate pitch matching. - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. - Explore using the voice expressively and creatively. - Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. - Sing short phrases independently within a singing game or short song.
Listening	- Explore different sounds of musical instruments and other sound makers. - Respond and react musically to others, copying, 'answering,' and	- Explore different sounds of musical instruments and other sound makers. - Respond and react musically to others, copying, 'answering,' and interacting with creative sound.	- Listen to a range of recorded and live music express own opinion about the music. - Recognise and respond to changes in dynamics, tempo and timbre. - Name some common hand-held	- Listen with greater concentration to a range of recorded and live music and express own opinion about the music. - Recognise changes in dynamics, tempo and

	interacting with creative sound. - Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics.	- Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics.	percussion instruments and recognise their sounds aurally.	timbre and explain in simple ways how these changes affect the music. - Name an increasing number of hand-held percussion instruments and recognise their sounds.
Composing	- Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Use simple age-appropriate music technology (recording, playing back, mic, headphones)	- Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) - Create simple representations of events, people and objects and feelings using sounds. - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Experience using simple music technology (recording, playing back)	- Improvise simple vocal chants, using question and answer phrases. - Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. - Explore and understand the difference between creating a rhythm pattern and a pitch pattern. - Begin to create rhythms using words and phrases as a starting point. - Recognise how graphic notation can represent created sounds and explore and invent own symbols. - Use music technology (where available) to capture, change and combine sounds.	- Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. - Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. - Create rhythms using words and phrases as a starting point. - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. - Use music technology (where available) to

				capture, change and combine sounds.
Musician'ship and Performing	<u>Pulse/Beat</u> - Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. <u>Rhythm</u> - Develop awareness of rhythm and rhyme in speech. <u>Pitch</u> - Explore variation in pitch using voice and body movements. <u>Dynamics</u> - Explore changes in dynamics (loud and quiet) using voice and sound makers.	<u>Pulse/Beat</u> - Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. <u>Rhythm</u> - Copy and create simple rhythms based on words. - Experience and develop awareness of rhythm and rhyme in speech. <u>Pitch</u> - Recognise and demonstrate obvious changes in pitch. Vocal/body/hand movements to describe. <u>Dynamics</u> - Explore changes in dynamics (loud and quiet) using voice and sound makers. <u>Reading Notation</u> - Any visual representation of sounds explored, such as symbols or shapes or colours	<u>Pulse/Beat</u> - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <u>Rhythm</u> - Copy short rhythm patterns led by the teacher using body percussion and instruments. - Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. <u>Pitch</u> - Listen to sounds in the local school environment, comparing high and low sounds. - Sing familiar songs in both low and high voices and talk about the difference in sound. - Respond physically to high and low sounds. - Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.) <u>Reading Notation</u> - Follow graphic notations and symbols when playing and performing.	<u>Pulse/Beat</u> - Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) - Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. <u>Rhythm</u> - Begin to identify the difference between pulse and rhythm. - Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. - Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). - Read and play rhythm patterns represented as stick notation including crotchets (walk), paired

				quavers (jogging) and crotchet rests. <u>Pitch</u> - Respond to and identify high and low sounds independently when listening to a piece of music. - Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 2 or 3 note phrases and tunes played on tuned percussion or sung. <u>Reading Notation</u> - Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.
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