

**Uplands Infant and Nursery School**

**Progression in Music**

**2021-2022**

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'. (see nursery rhyme spine)</li> <li>• Remember and sing entire action songs rhymes</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs which contain a small range of notes.</li> <li>• Sing broadly in tune with a limited pitch range.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple musical directions for faster, slower, stopping and starting.</li> <li>• Sing and perform songs which contain a small range of notes (3- 5), with growing confidence.</li> <li>• Broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to visual and aural cues.</li> <li>• Follow and use performance instructions including: starting, stopping, dynamics and tempo.</li> <li>• Sing or play with a good sense of pulse.</li> <li>• Sing, with accuracy, within a range of notes.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and</li> </ul>	<ul style="list-style-type: none"> <li>• Comment and respond to recorded music from different traditions, genres, styles, and times.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment and respond to recorded music from different traditions, genres, styles, and times.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased concentration, responding appropriately to a</li> </ul>

	<p>physically to music when it changes.</p> <ul style="list-style-type: none"> <li>• Has strong preferences for songs/rhymes they like to sing or listen to.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on and respond to recordings of own voice, other classroom sounds and musical instruments.</li> </ul>		<p>variety of live and recorded music, making observations about the music.</p>
<p><b>Composing</b></p>	<ul style="list-style-type: none"> <li>• Explore their voices and enjoy making sounds.</li> <li>• Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</li> <li>• Create or improvise their own rhyme around one they already know.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise songs taught.</li> <li>• Create their own rhythms.</li> <li>• Suggest symbols to represent rhythms.</li> <li>• Suggest symbols to represent sounds in the music they create.</li> <li>• To create their own music.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and represent higher and lower sounds using graphic notation.</li> <li>• Use graphic notation to record rhythms.</li> <li>• To create and change sounds using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and demonstrate the link between pitch and shape using graphic notation.</li> <li>• Use graphic notation to record rhythms.</li> <li>• Experiment changing and combining sounds through technology.</li> <li>• Offer comments about others' work and accept suggestions from others, including discussing musical structure.</li> </ul>

<p><b>Musicianship</b></p>	<ul style="list-style-type: none"> <li>• Move and dance to music.</li> <li>• Claps or taps to the pulse of the music they are listening to.</li> <li>• Describes the sounds of instruments e.g. scratchy sound, soft sound.</li> <li>• Play instruments with some control to play loud/quiet (dynamics), fast/slow (tempo) and to express their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a steady pulse with some accuracy.</li> <li>• Explore, respond, and identify long and short sounds.</li> <li>• Imitate movements in response to music.</li> <li>• Recognise changes in tempo, timbre, pitch and dynamics.</li> <li>• Broadly control changes in tempo, timbre, pitch and dynamics when playing instruments and vocally.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments).</li> <li>• Create and explore long and short sounds.</li> <li>• Identify long and short sounds.</li> <li>• Begin to understand the differences between pulse and rhythm.</li> <li>• Recognise changes in timbre, tempo, pitch and dynamics. Begin to play rhythmic patterns found in speech.</li> <li>• Confidently copy given rhythms.</li> <li>• To demonstrate an understanding of musical structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise rhythmic patterns found in speech, e.g. saying, chanting names, syllables in names etc.</li> <li>• Describe how sounds are made, combined etc. and name common classroom instruments.</li> <li>• Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing.</li> <li>• Demonstrate an increased understanding and use of basic musical features as appropriate to a specific music content (e.g. getting louder, softer, higher, lower, faster, and slower).</li> </ul>
----------------------------	---	--	---	--

<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Perform action songs to their peers.</li> <li>• Show basic performances and listen to other performances in class and larger groups.</li> <li>• Perform to whole school and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to gain an understanding of the importance of audience.</li> <li>• To perform their created music to their peers.</li> <li>• Perform with confidence.</li> <li>• Perform as a group with instructions from a leader (to a range of audiences using actions and instruments).</li> <li>• Practice and maintain a performance.</li> <li>• Listen to others' performances and offer supportive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to add emotion for effect.</li> <li>• Understand the context of a song and how this affects its performance.</li> <li>• Perform songs with actions to their peers.</li> <li>• Perform compositions to peers.</li> <li>• Listen to others' performances and offer supportive feedback.</li> <li>• Perform in end of year singing concert.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform to a range of audiences and occasions.</li> <li>• Understand the context of a song and script and how this affects its performance.</li> <li>• Listen to others' performances and offer supportive feedback.</li> </ul>
--------------------------	---	---	--	--