

Uplands Infant and Nursery School

Progression in Music

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

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

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

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