

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– MUSIC

 <b>Music Knowledge &amp; Skills Progression</b>	EYFS	Year 1	Year 2
Musicianship	<p>Find the pulse and finding different ways to keep the pulse.</p>	<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat together.</p> <p>Begin to move in time with a steady beat/pulse.</p> <p>Copy back simple long and short rhythms with clapping.</p> <p>Copy back singing simple high and low patterns.</p> <p>Start to know and demonstrate the difference between pulse, rhythm and pitch</p>	<p>Use body percussion, instruments and voices.</p> <p>Move in time and keep a steady beat together.</p> <p>Create their own rhythmic and melodic patterns.</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Sing short phrases independently.</p>

Musicianship

Continue to learn to watch and follow a steady beat.

Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion.

Create rhythms using word phrases as a starting point.

Recognise long and short sounds, and match them to syllables and movement.

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Creating (Improvisation & composition)	<p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel</p> <p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p>	<p><u>Improvisation:</u></p> <p>Explore improvisation within a major and minor scale, using the notes:</p> <p>C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about making up very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p><u>Improvisation:</u></p> <p>Explore improvisation within a major scale, using the notes:</p> <p>C, D, E C, G, A G, A, B F, G, A</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>

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<p>Creating (Improvisation &amp; composition)</p>		<p><u>Composition:</u></p> <p>Begin to understand that composing is like writing a story with music.</p> <p>Explore sounds and create their own melody.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> <li>• Create a simple melody using crotchets and minims.</li> </ul> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C.</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F.</p> <p>D, F</p>	<p><u>Composition:</u></p> <p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one.</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> <li>• Create a simple melody using crotchets and minims.</li> </ul> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p>
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<p>Creating (Improvisation &amp; composition)</p>		<p>D, F, G D, F, G, A D, F, G, A, C</p> <p>Start and end on the note D.</p> <p>Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none"> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimuli.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create a story, choosing and playing classroom instruments.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F (pentatonic on F).</p> <p>Explore and create graphic scores:</p> <ul style="list-style-type: none"> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimuli.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create a story, choosing and playing classroom instruments.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>
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	EYFS	Year 1	Year 2
Listening	<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars</p> <p>To understand how to listen carefully and why listening is important.</p>	<p>Move, dance and respond in any way they can when listening.</p> <p>Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p> <p>Talk about any instruments they might hear and perhaps identify them.</p> <p>Recognise some band and orchestral instruments.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>Talk about any other music they have heard that is similar.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand different styles of music.</p>	<p>Find and try to keep a steady beat.</p> <p>Invent different actions to move in time with the music.</p> <p>Move, dance and respond with their bodies in any way they can.</p> <p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music. Talk about why they like or don't like the music.</p> <p>Talk about any other music they have heard that is similar.</p> <p>Identify a fast or slow tempo.</p> <p>Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p>

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Listening

Walk in time to the beat of a piece of music.

Describe differences in tempo and dynamics with more confidence.

Recognise some band and orchestral instruments.

Continue to talk about where music might fit into the world.

Begin to understand that there are different styles of music. Discuss the style(s) of the music.

Discuss what the song or piece of music might be about.

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Playing instruments	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to play together with everybody while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>

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Singing	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>To know songs have sections. Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhyme or song adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory.</p> <p>Have a go at singing a solo.</p> <p>To understand the meaning of the song.</p> <p>To follow the leader or conductor.</p> <p>Add actions and/or movement to a song.</p>	<p>Sing as part of a choir.</p> <p>Have a go at singing a solo.</p> <p>Demonstrate good singing posture. Sing songs from memory.</p> <p>Sing with more pitch accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Sing and try to communicate the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time'.</p> <p>Add actions and perhaps movement to a song.</p>

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Performing	<p>To know that a performance is sharing music.</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen.</p> <p>Add actions and movement to the song.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.</p> <p>When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> <li>• Introduce the performance.</li> <li>• Begin to play tuned and untuned instruments musically within the performance.</li> <li>• Begin to use the voice expressively and creatively by singing simple songs.</li> <li>• Begin to play together as a group /band /ensemble.</li> <li>• Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</li> </ul>	<p>Rehearse a song and then perform to an audience, explaining why the song was chosen.</p> <p>Add actions to the song.</p> <p>Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Continue to play tuned and untuned instruments musically within the performance.</p> <p>Continue to use the voice expressively and creatively by singing simple songs.</p> <p>Continue to play together as a group /band /ensemble.</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>

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