



Wallace Fields Infant School & Nursery

Music Progression Overview



Music: ELG (EAD)			
Children at the expected level of development will:			
<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others • Try to move in time with music 			
3-4 years			
Singing	Playing/Musicianship	Composing	Listening
<ul style="list-style-type: none"> • Is able to match the pitch of a tone sung by another person. • Can sing entire songs. • Can create their own songs. 	<ul style="list-style-type: none"> • Can play instruments with increasing control. • Plays instruments to express their feelings. 	<ul style="list-style-type: none"> • Uses the work of musicians as inspiration for their own work. 	<ul style="list-style-type: none"> • Listen to a variety of music and songs from different cultures and historical periods. • Listens attentively to sounds. • Responds to what they have heard.
In Reception			
Singing	Playing/Musicianship	Composing	Listening
<ul style="list-style-type: none"> • Is able to sing in a group or on their own. 	<ul style="list-style-type: none"> • Is able to keep a steady beat. 	<ul style="list-style-type: none"> • Creates their own music. 	<ul style="list-style-type: none"> • Is able to talk about music that is performed live.
Music: End of Key Stage One National Curriculum Expectations			
Singing	Playing/Musicianship	Composing	Listening
<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high quality live and recorded music.



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	Singing	Playing/Musicianship	Composing	Listening
NURSERY	<p>Join in with familiar songs and nursery rhymes and begin to explore the difference between talking, whispering, shouting and singing voices.</p> <p>Explore different vocal sounds.</p>	<p>Play simple percussion instruments and control them to make loud/quiet and fast/slow sounds.</p> <p>Clap or tap to the pulse of a song or piece or music.</p>	<p>Add simple sound effects to stories using instruments.</p> <p>Give or follow instructions to start or stop in their music making.</p>	<p>Identify and match instrument sounds (eg hear a shaker and indicate that they know how the sound was made).</p> <p>Listen to music and respond by using hand and whole body movements.</p>
<p>Nursery Key Vocabulary: Anchor: music, listen, sing, clap, shake, play, loud, quiet, fast, slow; Goldilocks: sound, instrument, beat, action, tap, bang</p>				
RECEPTION	<p>Distinguish between talking, whispering, shouting and singing voices.</p> <p>Find the voice by pitch matching as a class/group using songs with a limited pitch range.</p> <p>Sing echo songs and perform movements with awareness of the pulse.</p> <p>Discover how to use the voice to create loud and soft sounds.</p>	<p>Understand how to hold and play a range of untuned percussion instruments with care and attention. Join in and stop as appropriate.</p> <p>Play instruments to a steady beat.</p> <p>Explore the different sounds instruments make, such as long/short, high/low, loud/soft and fast/slow.</p> <p>Understand how sounds on instruments can be made in different ways, eg hitting, tapping, shaking, blowing.</p>	<p>Choose different instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sounds with different materials.</p> <p>Create sound effects for a picture or a story, thinking about how music can create a mood.</p> <p>Choose an instrument to create a specific sound or effect.</p>	<p>Listen to music and respond using hand and whole body movements.</p> <p>Listen to music and describe how it makes them feel.</p> <p>Identify and describe changes in music eg it got faster/louder.</p> <p>Anticipate changes in music listened to.</p>
<p>Reception Key Vocabulary Anchor: music, listen, sing, clap, tap, bang, shake, play, loud, quiet, fast, slow, whisper, high, low, long, short ; Goldilocks: sound, instrument, beat, action, speed, steady, orchestra, words relating to sound production such as hitting, shaking and scraping, percussion; Step-on: tempo, rhythm, melody, pulse</p>				



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Year Group	Singing	Playing/Musicianship	Composing	Listening
Year One	<ul style="list-style-type: none"> • Experiment with the use of the voice in different ways such as speaking, singing and chanting. • Discover a wider vocal range by singing la, so and mi songs and pentatonic songs, pitch matching as a class, group and individually. • Explore how the voice can move higher and lower and support this visually using hand signals that mirror changes of pitch. • Sing in tune, within a limited pitch range. • Sing songs with an awareness of the difference between pulse and rhythm (the pulse stays the same, the rhythm matches the pattern of the words). • Sing songs with awareness of how elements of the song can be varied e.g. faster, slower, louder, quieter, with a different starting pitch. • Begin to recognise and understand that the pattern of words within songs can be represented with the rhythm names 'ta' and 'ti-ti'. 	<ul style="list-style-type: none"> • Play a range of instruments showing an awareness of others. Join in and stop as appropriate, responding to voice commands. • Respond to the beat through movement e.g. walking, clapping and playing, changing the speed of the beat as the tempo changes. • Understand the difference between tuned and untuned percussion instruments. • Use body percussion or instruments to play repeated rhythms (ostinato) and simple copy back patterns. • Perform patterns with a good sense of beat and rhythm. • Learn to use symbols to represent sounds and perform pitch and rhythm patterns from symbols, including the use of 'ta', 'ti-ti' rhythm notation and dot notation. 	<ul style="list-style-type: none"> • Investigate making sounds and performing patterns in different ways, e.g. louder or quieter, faster or slower, longer or shorter, question and answer. • Choose sounds and/or instruments to represent different ideas, thoughts, feelings, moods etc. • Create sequences of sound using different instruments or vocal sounds in response to a given stimulus. Perform as a class, group or individually. Explore the effects and change as desired. • Understand the difference between creating a rhythm pattern and creating a pitch pattern. • Invent, retain and recall pitch and rhythm patterns and perform for others. • Investigate ways to write down their compositions using graphic notation, eg symbols, pictures or patterns. • Use music technology to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Listen to and discuss music from different composers, genres and traditions. • Reflect on music listened to and say how it makes people feel, act and move. • Understand that instruments belong to different families/groups depending on how they produce sounds.
<p>Year One Key Vocabulary:</p> <p>Anchor words: loud, quiet, fast, slow, high, low, long, short</p> <p>Goldilocks words: chant, hum, whisper, whistle, pulse, beat, pitch, speed, steady, orchestra, perform, pattern, repeat, percussion</p> <p>Step-on: tempo, rhythm, 'ta' and 'ti-ti', melody, phrase, conductor</p>				



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Year Group	Singing	Playing/Musicianship	Composing	Listening
Year Two	<ul style="list-style-type: none"> • Sing in tune, within a limited pitch range (do-so) using an unbroken sound with good posture and clear diction. • Sing songs, distinguishing between pulse and rhythm and making the connection aurally and visually to the rhythm names 'ta' (note and rest) and 'ti-ti' and their symbols. • Sing short phrases independently. • Demonstrate an awareness of melodic shape in songs. Understand how sounds can be represented visually by using pictures, shapes or symbols to represent changes in pitch e.g. dot notation or single/double lined staves. • Identify phrases and recognise patterns such as repetition within songs. • Perform songs with confidence to an audience using expression and changes in timbre, dynamics, pitch or tempo to create an effect. 	<ul style="list-style-type: none"> • Mark the beat of the music by tapping or clapping, recognising changes in tempo. • Recognise and respond to music grouped in 2s or 3s by marking the strong/weak beats in different ways. • Learn to play the glockenspiel. Understand how the sound is made and how to hold the beater correctly to produce controlled sounds. • Perform simple patterns on the glockenspiels using known rhythm or pitch notation, including the use of single or double lined staves and stick notation including crotchets, quavers, and crotchet rests. • Learn to play the recorder. Understand how the sound is made, how to hold the recorder and how to breathe in order to control the sound. • Perform simple tunes on the recorder, beginning with the note B and moving on to the notes A and G, by imitation and the use of rhythm and pitch notation. • Respond to musical cues, such as changes in dynamics and tempo, when performing. 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus, recognising and exploring how sounds can be selected and organised to suit a given purpose or starting point. • Understand how patterns of sound or rhythm can be layered using different instruments or vocal sounds and perform as a class, group or individually. Explore the effects and change as desired. • Compose patterns or sequences of sound using three or four notes and use graphic notation (pictures or symbols) or standard pitch/rhythm notation to record them. • Use music technology to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Listen to and discuss music from different composers and genres and world music traditions. • Notice how music can be used to create different moods and effects and to communicate ideas. • Sort instruments into groups/families according to how the sound is produced and understand that the timbre (quality of sound) can vary according to how the instrument is played. • Recognise instruments being played in a piece of music. • Begin to recognise different genres of music. • Listen to and understand how to improve own and others performances and compositions.



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Year Two Key Vocabulary:

Anchor words: repeat, pattern, speed, pulse, beat

Goldilocks words: pitch, steady, orchestra, perform, dynamics, verse, chorus, introduction, body percussion, composition

Step-on: accompany, note value, duration, notation, crotchet, minim, quaver, melodic shape, emotion, score, sequence, repetition, stave, review, ostinato, timbre

Additional Information:

Much of the class work in Reception and Year 1 will be based on the framework as laid out by the Voices Foundation, Inside Music programme. Separate documentation outlining the skills and concepts in this programme can be found here:

S:\Curriculum\Curriculum Leaders\Music\7. Courses and Training\Voices Foundation resources

For a more detailed outline of the development of vocal/pitch skills and rhythm skills, please see the separate documentation in the Music Curriculum folder:

S:\Curriculum\Curriculum Leaders\Music\5. Progression Grids\Pitch and Rhythm Development

In Year 2, children will be taught to play the recorder following the Jane Sebba Recorder Course available on the Surrey Arts Interactive/Charanga website.

<https://www.surreyartsinteractive.co.uk/site/>