



MUSIC PROGRESSION GRID

Intent: At Dorothy Barley Infant School we believe that a high-quality music education should engage and inspire all pupils to develop a love of music and their talent as musicians, and in doing so increase their self-confidence, creativity and sense of achievement. The intention is that children gain a firm understanding of what music is through: listening, singing, playing, evaluating, analysing and composing across a diverse variety of historical periods, styles, traditions, and musical genres. It is important that the language acquired through lessons enables pupils to take part in discussions around a variety of music. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their new musical knowledge, skills and experiences to involve themselves in music, in a variety of different contexts. These strong foundations in musical education will prepare them for Key Stage Two and beyond.

SHINE:		SMSC:		
S – Sparking curiosity H – Hands on and active learning I – Independence N – New knowledge and skills E – Empowering experiences		S – Spiritual M – Moral S – Social C – Cultural		
NURSERY		RECEPTION		
YEAR 1		YEAR 2		
KEY VOCABULARY	sound music song rhyme sing loud quiet instruments drum maraca tambourine high low pulse beat	beat maraca drum tambourine rhythm pulse melody humming singing pitch call-and-response folk music nursery rhymes musician music instruments	beat rhythm long sounds short sounds pitch improvise notes compose instrument glockenspiel perform pop waltz reggae funk lullaby rap melody percussion keyboard choir	percussion pulse rhythm melody patterns recorder high pitch low pitch keyboard drums bass electric guitar saxophone trumpet improvise compose question and answer dynamics tempo Reggae glockenspiel notation ensemble

NURSERY	RECEPTION	YEAR 1	YEAR 2
<u>Understanding Music - Pulse, Rhythm, Pitch, Tempo, Dynamics</u>			
<p>Listen with increased attention to sounds</p> <p>Play sound matching games</p> <p>Clap or tap to the pulse of songs or music</p>	<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>Play pitch matching games</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> <p>Continue to learn to watch and follow a steady beat</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p>Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion</p> <p>Create rhythms using word phrases as a starting point</p> <p>Recognise long and short sounds, and match them to syllables and movement</p>
<u>Listening and Responding</u>			
<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Clap or tap to the pulse of songs or music</p>	<p>To know nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes</p> <p>Listen attentively to and talk about music, expressing their feelings and responses</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>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>To know that the words of songs can tell stories and paint pictures</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>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</p> <p>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> <p>Walk in time to the beat of a piece of music</p> <p>Describe differences in tempo and dynamics with more confidence</p> <p>Recognise some band and orchestral instruments</p> <p>Continue to talk about where music might fit into the world</p> <p>Begin to understand that there are different styles of music</p> <p>Discuss the style(s) of the music</p> <p>Discuss what the song or piece of music might be about</p>
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Singing

<p>Play, share and sing songs from different cultures</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p>	<p>Sing nursery rhymes and simple songs from memory</p> <p>Understand that songs have sections.</p> <p>Sing along with a pre-recorded song and add actions</p> <p>Sing along with the backing track</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</p> <p>Sing unit songs from memory</p> <p>Perhaps have a go at singing a solo</p>	<p>Sing as part of a choir</p> <p>Have a go at singing a solo</p> <p>Demonstrate good singing posture</p> <p>Sing songs from memory</p> <p>Sing with more pitch accuracy</p>
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	Increasingly match the pitch and follow the melody	Try to understand the meaning of the song Try to follow the leader or conductor Add actions and/or movement to a song	Understand and follow the leader or conductor Sing and try to communicate the meaning of the words Listen for being 'in time' or 'out of time' Add actions and perhaps movement to a song
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Playing Instruments

Explore a wide range of instruments Play some instruments with increasing control	Listen to and follow musical instructions from a leader Play instruments with increasing control, choosing what type of sound to make	Rehearse and learn to play a simple melodic instrumental part by ear Play a part on a tuned or untuned instrument by ear Learn to treat instruments carefully and with respect Rehearse and perform their parts within the context of the unit song Learn to play together with everybody while keeping in time with a steady beat Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat	Rehearse and learn to play a simple melodic instrumental part by ear Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part) Rehearse and perform their parts within the context of the unit song Learn to treat instruments carefully and with respect Play together as a group while keeping in time with a steady beat Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat
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Improvising

Create their own songs or improvise a song around one they know	Explore and engage in music making, either solo or in groups Encourage children to create their own music Understand that everyone can create music	Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit Understand that improvisation is about the children making up their own very simple tunes on the spot	Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A Begin to create personal musical ideas using the given notes Understand that improvisation is about the children making up their own very simple tunes on the spot Follow a steady beat and stay 'in time'
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		<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>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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Composing

<p>Play instruments to express their feelings and ideas</p>	<p>Encourage children to create their own music</p> <p>Understand that everyone can create music</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"> ● Create a simple melody using crotchets and minims <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D</p> <p>Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none"> ● Create musical sound effects and short sequences of sounds in response to music and video stimuli ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed piece. ● Create a story, choosing and playing classroom instrument 	<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"> ● Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G 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 Start and end on the note G (pentatonic on G)</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F)</p> <p>Explore and create graphic scores:</p> <ul style="list-style-type: none"> ● Create musical sound effects and short sequences of sounds in response to music and video stimuli ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces ● Create a story, choosing and playing classroom instruments
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		<ul style="list-style-type: none"> • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims • Use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims • Use music technology, if available, to capture, change and combine sounds
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Performing

Perform nursery rhymes by singing and adding actions or dance	<p>Understand that a performance is sharing music</p> <p>Perform nursery rhymes by adding a simple instrumental part</p>	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen</p> <p>Add actions and perhaps 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"> • Introduce the performance • Begin to play tuned and untuned instruments musically within the performance • Begin to use the voice expressively and creatively by singing simple songs • Begin to play together as a group /band /ensemble • Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance 	<p>Rehearse a song and then perform it 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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Assessment

Charanga Units of Work

Nursery

How can we sing nursery rhymes?

How can I sing to an audience?

How can we create our own music?

How can we sing traditional songs together?

Reception

Autumn 1

Charanga: Me!

Autumn 2

Charanga Production

Spring 1

Charanga: Everyone!

Spring 2

Charanga: Our World

Summer 1

Charanga: Big Bear Funk

Summer 2

Charanga: Reflect, Rewind and Review

Year 1

Autumn 1

Charanga: My Musical Heartbeat

Autumn 2

Charanga Production

Spring 1

Charanga: Exploring Sounds

Spring 2

Charanga: Learning to Listen

Summer 1

Charanga: Having Fun with Improvisation

Summer 2

Charanga: Let's Perform Together

Year 2

Autumn 1

Charanga: Pulse, Pitch and Rhythm

Autumn 2

Singing: Christmas Concert

Spring 1

Charanga: Playing in an Orchestra

Spring 2

Charanga: Recognising Different Sounds

Summer 1

Charanga: Exploring Improvisation

Summer 2

Charanga: Our Big Concert