

Music Progression Grid



Music Progression Map

	EYFS	Year 1	Year 2
Singing	<p>Children sing a range of well-known nursery rhymes and songs.</p> <p>-Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>-Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>-Begin with simple songs with a very small range, mi-so and then slightly wider.</p> <p>-Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>-Sing songs with a small pitch range , pitching accurately.</p> <p>-Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>
Listening		<p>-Develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>-Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>-Develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>-Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school</p>
Composing		<p>-Improvise simple vocal chants, using question and answer phrases.</p> <p>-Create musical sound effects and short sequences of sounds in response to stimuli.</p>	<p>-Create music in response to a non-musical stimulus.</p> <p>-Work with a partner to improvise simple question and answer phrases, to be sung</p>

Music Progression Grid

		<ul style="list-style-type: none"> -Combine sounds to make a story, choosing and playing instruments or sound-makers. -Understand the difference between creating a rhythm pattern and a pitch pattern. -Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. -Recognise how graphic notation can represent created sounds. -Explore and invent own symbols 	<ul style="list-style-type: none"> and played on untuned percussion, creating a musical conversation. -Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. -Use music technology, if available, to capture, change and combine sounds
Musicianship Pulse/Beat		<ul style="list-style-type: none"> -Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. -Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. -Respond to the pulse in recorded/live music through movement and dance 	<ul style="list-style-type: none"> -Understand that the speed of the beat can change, creating a faster or slower pace (tempo). -Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. -Walk in time to the beat of a piece of music or song. -Know the difference between left and right to support coordination and shared movement with others. -Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. - Identify the beat groupings in familiar music that they sing regularly and listen to.
Musicianship Rhythm		<ul style="list-style-type: none"> -Perform short copycat rhythm patterns accurately, led by the teacher. -Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. -Perform word-pattern chants; create, retain and perform their own rhythm patterns 	<ul style="list-style-type: none"> -Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. -Create rhythms using word phrases as a starting point. -Read and respond to chanted rhythm patterns, and represent them with stick

Music Progression Grid

			<p>notation including crotchets, quavers and crotchets rests.</p> <p>-Create and perform their own chanted rhythm patterns with the same stick notation.</p>
<p>Musicianship Pitch</p>		<p>-Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>-Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>-Explore percussion sounds to enhance storytelling.</p> <p>-Follow pictures and symbols to guide singing and playing.</p>	<p>-Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>-Sing short phrases independently within a singing game or short song.</p> <p>-Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>-Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>