





Confident, Resilient, Ambitious, Brilliant

Suffield Park Infant and Nursery School Progression Map for Music

Note: Key stage One: Music objectives in **Red**.




Subject: Music **Subject Leader:** Mrs Amy Ward

Singing			
Yr Group	Knowledge	Skills	Vocabulary
R	<p>Range 5</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Sings to self and makes up simple songs</p> <p>Range 6</p> <p>Begins to build a collection of songs and dances</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes <p>ELG: Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Enjoys joining in with moving, dancing and ring games.</p> <p>Can sing 2-3 simple, familiar songs from memory e.g. nursery rhymes, xmas songs.</p> <p>Can have a go at moving in time to a simple song with a strong beat.</p> <p>To face the right way when singing (Looking at the audience)</p>	<p>Song, singing, Nursery rhymes</p>
1	<p>'Use their voices expressively and creatively by singing songs and speaking chants and rhymes'</p> <ul style="list-style-type: none"> - Knows a range of songs, chants and rhymes. - <i>Understands that songs have different pitches can be sung in a high and low voice</i> - <i>Knows that the tempo affects the speed of a song</i> - <i>-Knows that a song should begin and end with silence</i> 	<ul style="list-style-type: none"> - Begin with simple songs with a very small range, mi-so and then slightly wider. - Can sing simple songs, chants and rhymes from memory e.g. Verse/chorus (repeat) - Can respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. - Can use their voices to create sound effects - Can sing the same song in different ways: loud, soft, fast and slow and in different moods. - Can make up a simple song in a group or a class around a relevant topic - Can sing collectively at the same pitch 	<p>Song, singing, Nursery rhymes, chant, chorus, verse, lyrics, perform, performance, slow, fast, tempo</p>

		<ul style="list-style-type: none"> - Can look the right way (facing the audience) when singing and begins to use good singing practice e.g. shoulders relaxed, legs a little bit apart, standing up straight, soft knees (posture) - Can sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. - Improvise simple vocal chants using question-and-answer phrases. 	
2	<p>-Understands that songs have different pitches (high/low) and can notice when the pitch changes during the song</p> <ul style="list-style-type: none"> - Knows that the tempo affects the speed of the song and can identify when the tempo changes in a song - 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>Crescendo: the loudest point reached in a gradually increasing sound.</p>  <p>Decrescendo:a decrease in loudness in a piece of music</p>  <p>-Knows that a song should begin and end with silence</p>	<ul style="list-style-type: none"> - Sing songs regularly with a pitch range of do-so with increasing vocal control. - Can sing more complex songs, chants and rhymes from memory e.g. verse 1-chorus-verse 2-chorus-bridge - Can maintain a simple part in a round. - Can create and perform a song individually or in small group linked to a relevant topic - Can slide voice upwards in pitch to a high voice and downwards in pitch to a low voice - singing collectively and at the same pitch, responding to simple visual directions and counting in. - Can sing songs at different speeds - Can look the right way (facing the audience) when singing and begins to use good singing practice e.g. shoulders relaxed, legs a little bit apart, standing up straight, soft knees (posture) 	<p>Song, singing, Nursery rhymes, jingle, pop song, chant, rhythm ,lyrics, perform, performance, style, chorus, verse, high pitch, low pitch, choir, steady pulse, slow, fast, tempo</p>

Exploring musical instruments EYFS			
	Knowledge	Skills	Vocabulary
	<p>Range 5</p> <p>Explores and learns how sounds and movements can be changed</p> <p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Range 6</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</p> <p>ELG</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>-Explores the sounds of some classroom percussion instruments as part of the indoor and outdoor continuous provision</p> <p>-Can hold and play instruments e.g. triangle in one hand, beater in the other</p> <p>-Begins to play along with a simple rhythm in music e.g. plays along to the lyrics in the songs they are listening to</p> <p>-Uses instruments to add sound effects to stories</p>	<p>instrument, play, perform, music, sounds,</p>
KS1	Musicianship: pitch		
	Knowledge	Skills	Vocabulary
Year 1	<p>knows that the pitch is how high or low a note sounds.</p> <p><i>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch (taken from National Curriculum KS1 music aims)</i></p>	<ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Can play some tuned percussion instruments (e.g. xylophone, boom whackers) to explore pitch when creating/adding to a story and choose purposefully e.g. choosing a low pitched boom whacker for the giant and the high pitched keys on a xylophone for the fairy. 	<p>pitch, high, low, pitch pattern</p>

		<ul style="list-style-type: none"> • Can follow actions, pictures and symbols to guide singing and playing. e.g. teachers/leaders show high or low in the air or pictures of the giant or fairy to symbolise high and low pitched sounds. -Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. 	
Year 2	<p>knows that the pitch is how high or low a note sounds.</p> <p><i>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch (taken from National Curriculum KS1 music aims)</i></p>	<ul style="list-style-type: none"> • To be able to match pitch accurately with voices in pitch games such as Cuckoo: (Leader- sets pitch and sings melody)-<i>cuckoo where are you?</i> Others: (match pitch) <i>here I am, I see you.</i> or pass the pitch around the circle • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. (put your hand up/down when you hear a high pitched sound) • Recognise dot notation and match it to 3-note tunes played on tuned percussion. 	pitch, high, low, musical notes, pitch pattern
KS1	Musicianship Rhythm		
	Knowledge	Skills	
Year 1	<ul style="list-style-type: none"> - Understands that the rhythm is patterns of long and short sounds used in music. In songs, these can be based on the syllables in the lyrics. 	<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. <p>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	rhythm, long and short sounds, syllables, steady beat, rhythm patterns (ostinato)

Year 2	<ul style="list-style-type: none"> - Understands that the rhythm is patterns of long and short sounds used in music. In songs, these can be based on the syllables in the lyrics. - Knows that symbols can represent rhythm patterns (stick notation or other meaningful symbol) 	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <ul style="list-style-type: none"> • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation. <p>Crochet:  1 beat</p> <p>Quaver:  half a beat</p> <p>Crochet rest  rest</p>	rhythm, long and short sounds, steady beat, rhythm patterns (ostinato) stick notation
KS1	Musicianship pulse/beat		
	knowledge	Skills	
1	<p>Knows that the pulse/beat is the steady beat that keeps going through a piece of music and keeps you playing at a steady tempo. If the tempo changes during a piece of music, the beat can speed up or slow down.</p> <p><i>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: tempo (taken from National Curriculum KS1 music aims)</i></p>	<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. 	pulse, beat, steady beat, tempo, ostinato
2	<p>Knows that the pulse/beat is the steady beat that keeps going through a piece of music and keeps you playing at a steady tempo. If the tempo</p>	<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <ul style="list-style-type: none"> • Walk in time to the beat of a piece of music or song. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. 	pulse, beat, steady beat, tempo, ostinato

	<p>changes during a piece of music, the beat can speed up or slow down.</p> <p><i>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: tempo (taken from National Curriculum KS1 music aims)</i></p>		
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Listening and appraising

Year Group	Knowledge	Skills	Vocabulary
R	<p>Range 5 (listening and attention) -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Range 6 (being imaginative and expressive) -Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs</p> <p>ELG (listening and attention) - Listen attentively and respond to what they hear</p> <p>Knows that instruments do not all look the same and produce different sounds.</p> <ul style="list-style-type: none"> - Recognises the difference between recorded and live music. - Knows that there are different types of music and music can change your mood. - Knows that the dynamics can change during a song/piece of music (understands that there are quieter, louder, slower and faster parts to a song). - Knows that there are different sounds all around us 	<ul style="list-style-type: none"> - Notices changes within a piece of music, e.g. “it started quiet then got louder” - Makes associations when listening to music “This music sounds like waves”, “it makes me feel happy” - Associates genres and styles of music with characters and stories e.g the scary music with the monster. - Can listen and identify and name a range of environmental sounds 	<p>listening, hear, sounds, live music, recorded music</p>
1	<p><i>‘Listen with concentration and understanding to a range of high-quality live and recorded music.’</i></p>	<ul style="list-style-type: none"> - Can listen with concentration to short excerpts of music from a range of styles, genres and traditions 	<p>Live music, recorded music, CD player, smart</p>

	<ul style="list-style-type: none"> - Understands the difference between live and recorded music. - Knows that there are different styles and genres of music. - Understands that some music was written a long time ago. - Knows that there are lots of musical instruments produce Knows the type of sound different instruments make (Can recognise that a piano is being played in a piece of music). - Understands that the pulse is the beat in a piece of music. - Understands that there are different types of musical genres/styles and this can determine how a song is performed or sung 	<ul style="list-style-type: none"> - Can identify some genres of music e.g. jazz, rock etc. - Can identify a range of instruments when listening to recorded music and compare the sounds of two instruments - Can identify the pulse in different pieces of music 	<p>speaker, record, speaker, stage, tempo, fast, dynamics, quiet, loud pitch, high, low, sound effects, genre: rock, jazz, country, classical, pop, gospel, instrumental, pulse, beat</p>
2	<ul style="list-style-type: none"> - Understands and can describe the difference between live and recorded music - Knows that there are different styles and genres of music and understands that these some from different cultures and traditions - Understands that music changes through history - Knows that the pulse is the beat in a piece of music and understands why it is important to keep a steady pulse - Recognises and names a few musical genres and understands that these genres can determine the style of how a song is performed/sung 	<ul style="list-style-type: none"> - Can listen with concentration to an entire piece of music from a range of styles, genres and traditions - Can identify and name some genres of music and composers/artists - Can identify and name a variety of instruments from recorded music and describe the sounds - Can tap a steady pulse when listening to a piece of music 	<p>listening, live music, recorded music, CD player, smart speaker, record, speaker, stage, tempo, fast, dynamics, quiet, loud pitch, high, low, sound effects, genre: rock, jazz, country, classical, pop, gospel, instrumental, pulse, beat, composer, styles, traditions</p>

Improvising and Composing			
Year Group	Knowledge	Skills	Vocabulary
R	<p>Range 5 Explores and learns how sounds and movements can be changed Develops an understanding of how to create and use sounds intentionally Creates sounds, movements, drawings to accompany stories</p> <p>Range 6 Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to ELG Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> - Understands that instruments can be used to help tell a story - Understands the words fast, slow, quiet, loud in the context of music - Understands that instruments can be played in different ways e.g. fast, slow, quiet, loud etc. for a particular purpose 	<ul style="list-style-type: none"> - Responds to music through dance - Explores the different sounds percussion instruments make and how they can be played e.g. soft, loud, fast slow, high, low - Can use percussion instruments to retell a familiar story as a group 	Clap, stamp, dance, move, beat, pulse, rhythm, loud, quiet, fast, slow, high, low, sound, instruments
1	<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"> - Can create different sounds using body percussion e.g. tapping, clapping and slapping - Can play instruments in a way that changes the dynamics of music e.g. louder, quieter, getting louder, getting quieter - Can play instruments in a way that changes the tempo (speed) of the music 	Body percussion, experiment, dynamics, tempo, pitch, sequence, represent, improve

	<ul style="list-style-type: none"> - Understands that music can be a way of communicating ideas and representing people, objects and places - Knows the terms tempo, pitch, dynamics (loud, quiet) - Knows the importance of self-evaluation to improve performance - Understands that symbols/pictures can be used to represent a sound/instrument 	<ul style="list-style-type: none"> - Can change the pitch of a tuned instrument (high and low sounds) - Use music technology, if available, to capture, change and combine sounds. - Recognise how graphic notation can represent created sounds. Explore and invent own symbols - Can create a short sequence of sounds (body percussion or instruments) using symbols as support - Can choose a suitable instrument to represent a character or part of a story (xylophone to represent morning time) - Can suggest parts of their performance they liked and ways to improve it <p>-Improvise simple vocal chants, using question and answer phrases. (Joe button factory)</p> <p>-Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <ul style="list-style-type: none"> - Can follow the basic instructions from a conductor e.g. start/stop or loud/quiet in the form of a gesture or a symbol 	
2	<ul style="list-style-type: none"> - Understands that music can be a way of communicating ideas and representing people, objects and places. - Knows and understands the terms tempo, pitch, dynamics (loud, quiet) - Knows the importance of self and peer evaluation to improve performance - Understands that symbols/pictures can be used to represent a sound/instrument 	<ul style="list-style-type: none"> - Can create different sounds using body percussion e.g. tapping, clapping and slapping and copy and short sequence of sounds/actions in a group - Can play instruments in a way that changes the dynamics of music e.g. louder, quieter, getting louder, getting quieter - Can play instruments in a way that changes the tempo (speed) of the music - Can change the pitch of a tuned instrument (high and low sounds) - Can create and repeat a short sequence of sounds (body percussion or instruments) using symbols to help - Can review and evaluate their own and others performances 	<p>Body percussion, experiment, dynamics, tempo, pitch, sequence, represent, improve Review, evaluate, improve</p>

		<ul style="list-style-type: none">- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.- Use music technology to capture, change and combine sounds.	
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