

<p><u>Nursery</u></p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Children have some favourite stories, rhymes, poems and/or jingles • Sing two nursery rhymes • Sing 4 nursery rhymes • Sing 6 nursery rhymes 	<p>Expressive arts and Design</p> <ul style="list-style-type: none"> • Enjoys and joins in with songs and rhymes, making some sounds • Explore a range of sound makers such as tapping a bottle onto a table or running a stick along a fence • Start to move their body to music • Play sound-makers and instruments in different ways • Move body to the beat of the music • To begin to play instruments effectively and to handle them with respect • Recognise environmental and animal sounds • Enjoy hearing sounds in a range of contexts and through a range of media, e.g. CD player, iPad and sound buttons • Explore pitch matching through songs, e.g. “Are you listening...yes we are” responding with the same pitch pattern as the adult has used • Make some word substitutions in nursery rhymes • Clap to the pulse of music • Play instruments loud and quietly • Play instruments fast and slowly • Can copy sounds with a changing pitch, e.g. meooooow, moo, squeak, squeak • Combine and coordinate two actions (such as clap and knee tap) to the pulse of the music • To play an instrument in time to music independently • To decide which instrument to use to make a specific sound in a story • To listen to others well when concentrating at an activity • Relate sounds to historical events, e.g. sleigh bells for Christmas, loud sounds with fireworks, an instrument or genre of music heard on a holiday
	<p>Physical Development</p> <ul style="list-style-type: none"> • Move their body to music • Clap and stamp to music • Use large scale resources such as sweeping brushes or streamers to make large-muscle movements • Copy sequences of movements • Participate in follow the leader games and use vocabulary such as ‘follow’, ‘lead’, ‘copy’ • Create their own sequences of movement 	

Airedale Infants
Skills Progression for Music

Reception			
In Reception	<p>Communication and Language</p> <ul style="list-style-type: none"> • Can sing 8 nursery rhymes • Join in with or initiate pitch changing call-and-response songs • Can recall poems, stories and rhymes • Sing a few familiar songs in a small group • Can recall a range of poems, stories and rhymes • Sing/retell a range of nursery rhymes/poems independently • Talk about the words that they sing 	<p>Physical Development</p> <ul style="list-style-type: none"> • Remember sequences and patterns of movements (skip, stamp, jump and clap) to music and rhythm • Create sequences and patterns of movements to music and rhythm • Create and perform with others sequences and patterns of movements to music and rhythm 	<p>Expressive arts and Design</p> <ul style="list-style-type: none"> • To sit and listen to a short piece of music to the end • Listen to different genres of music, e.g. folk music • Watch dance and performance arts, live and through a range of ICT • Use some everyday words linked to describing music • Use some words independently linked to describing music, e.g. "It sounds like giants footsteps." • Talk about how music makes them feel • Talk about how dance makes them feel • Join in with or initiate pitch changing call-and-response songs • Notice repetitive patterns in music • Talk about differences between two pieces of contrasting music • Use a range of words to describe music, e.g. light, heavy, gentle, happy, sad • Discuss changes that they can hear in music, e.g. speed and volume • Sing a few familiar songs independently
ELG	<p><u>Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><u>Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Being Imaginative and Expressive</u> 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>

KS1 Strand

KS1 Progression of Skills

<p>Improvising and composing Performing,</p>	<ul style="list-style-type: none"> • Experiment with and use the voice in different ways • Recognise and join in with familiar melodies, rhymes, songs and chants • Perform a pattern of rhythm, music or song that was previously planned (structure) • Linking different sounds and effects together • Representing some sounds with symbols • Use the voice in different ways to create effect or meaning, with increasing confidence. • Suggest and sing rhymes, melodies, songs and chants independently or in an ensemble. • Remember and perform a pattern of rhythm, music or song that was previously planned as a solo or with an ensemble. • Organise a sequence of sounds with purpose, and in different ways, ie ‘beginning, middle and end’, or, ‘verse, chorus’. (structure) • Represent sound with symbols (graphic notation) and interpret symbols they see
<p>Vocabulary</p>	<p>Play, perform, repeat, verse, chorus, beginning, end, middle, sing, talk, shout, whisper, unison, melody, accompaniment, symbol, pattern, rhythm, structure, high, low, loud, soft, long, short, fast, slow, comparative language</p>
<p>Tracking Evidence</p>	<ul style="list-style-type: none"> • Singing, humming, whispering, imitating • Reaction to recognition of familiar music (joy, smiling, dancing), joining in with words, portions of songs, or whole songs/rhymes/poems/chants. (Happy Birthday to you, alphabet song etc) • Singing/saying a phrase they have created in repetition (eg: “I can see you...” “It’s raining on me” “I’m coming to eat you up!”) • Singing a short song they have created. (putting a tune to a rhyme or phrase for example) • Drawing three big stars/zigzags/squares etc on a whiteboard after hearing three loud bangs on a tambourine. Using other graphic ideas for other contrasting sounds. • Increasing versatility using the voice (imitating characters voices in a story, interpreting a song with a loud and soft voice, using a controlled shout, or a whisper to convey meaning.) • Participate in ensemble singing (as a class or whole school), demonstrate a growing repertoire of songs they know or are familiar with. Suggests a song they would like to sing, or poem to recite. • Be heard humming a tune, or chanting a phrase during the day • Accompany a tune/piece of music with...eg drum first, then changing to a shaker at the same point in the music each time, then leave a silence, etc. (compostion/structure) • Create a sequence of music, and make a note of their plan on paper/whiteboard using symbols to remind them of their plan. (structure) • Read other simple examples of notation either symbols or simple classic musical notation. (appropriate basic notation)

Airedale Infant School

Skills Progression for Music

<u>KS1 Strand</u>	<u>KS1 Progression of Skills</u>
Listening and Appraising	<ul style="list-style-type: none"> • To listen quietly to a piece of music (live or pre recorded) • Give an opinion on something they have listened to • Recognise and name the sound of familiar instruments • Notice elements in what they listen to and find some vocabulary to describe what they heard or felt like • Listen quietly to music of increased length and variety of genre • Recognise that music is different in other cultures, give an opinion and show respect • Explain what they heard and how they felt about it • Use an increasing range of specific musical vocabulary • Recognise and name less familiar instruments and sounds, and some from other cultures. • Begin to recognise if one instrument or several are playing (texture) • Describe the kind of sound they hear (timbre)
Vocabulary	Names of some instruments, describe, feel, listen, concentrate, loud, soft, gentle, powerful, energetic, lullaby, sad, happy, unusual, frightening, fast, slow, up, down, high, low, beginning, middle, end, long, short, comparative language, blow, strum, pluck, bang, tap, shake, thin, thick, many, few, scrape, whistle, scratch, thump, crash, pulse, rhythm, pitch, dynamics, tempo, duration, culture
Tracking Evidence	<ul style="list-style-type: none"> • Sit still and pay attention to what they hear, until it is finished. To respectfully listen to a range of music • Use everyday language to make a comment, if they liked the music, why? To say which piece of music they prefer, and if it cheers them up or calms them down etc. • Name some common instruments and sounds they have had first hand experience of eg a tambourine, sleigh bells, or triangle. To pay attention to sounds around them, eg the wind blowing outside, the sound of a tap left running, commenting that a door was closed too loudly. • Sit in a calm, relaxed way to listen to longer excerpts of different genres of music until they have finished. • Relate music from other cultures to their own life experiences, a holiday, a film they have seen, learning they have done (RE, Geog, History for example) • Be prepared to offer an opinion and observations on the music they heard, finding ever improving ways to describe using more challenging vocabulary. • Recognition of instruments they have played first hand (knowing most of their names) and also instruments or sounds they recognise from a broader life experience. (that's a piano, my dad plays piano! That's a guitar my auntie has got a guitar, I can hear drums, I saw drums on a stage on my holiday' • Comment on the amount of singers or instruments they hear (eg 'it started with one lady's voice, then lots of voices joined in' etc) texture • Comment on the kind of sound they are making (high thin voices, low booming sounds, scraping sounds, ringing sounds) timbre

<u>KS1 Strand</u>	<u>KS1 Progression of Skills</u>
Musical Elements	<ul style="list-style-type: none"> • Begin to identify and note the difference between contrasting sounds they hear using everyday language: • Identify a steady pulse in music with a physical response (clapping, swaying, stamping) • Establish and maintain a steady beat (pulse) • Repeat simple patterns of sound and rhythm • Recognise and compare high and low (pitch), loud and soft (dynamics), fast and slow (tempo), long and short (duration) • Identify and explain sounds they hear, or changes they notice with increasing precision, using a range of musical and everyday vocabulary: • Include high and low (pitch), loud and soft (dynamics), fast and slow (tempo), long and short (duration), layers of sound (texture) in their music making • Create and repeat simple sounds and rhythms with increasing accuracy and complexity
Vocabulary	<p>Pitch, dynamics, tempo, duration, texture, timbre, pulse, repeat, rhythm, pattern, high, low, fast, slow, loud, soft, gently, powerfully, long, short, comparative language, blow, strum, pluck, bang, tap, shake, thin, thick, many, few, scrape, whistle, scratch, thump, crash, remember, regular.</p>
Tracking Evidence	<ul style="list-style-type: none"> • Recreate contrasting sounds with their voices, or with an instrument. • Noting or reacting when a sound changes in a contrasting way and begin to acquire specifically related vocabulary from an adult. • Running quickly and running slowly as a pattern, knowingly. • Singing a song loudly, then adjusting their volume to a quieter level. Noticing when children's voices are too loud. • Singing a long sustained note and then short sharp notes, (eg beeeeeeeep, beep beep beep, beeeeeeeep, beep beep beep.) • Responding physically to a steady beat (tapping their foot, swaying from side to side, nodding their head, clapping their hands) as they listen. • More specific details of changes they note eg "the tempo slowed right down at the end!" "the tempo was fast from the beginning to the end! The piano players fingers were moving so quickly!" "The mouse had a high thin voice, but the lions voice was low and thick" • Create a short rhythmic pattern using instruments or body percussion for the class to copy, presents it confidently and accurately. (short phrase, 1 bar/4 beats for example) • Develops the short rhythmic pattern using instruments or body percussion (eg by making it longer, repeating it, adding another element like a stamp or a shout at the end for example). • Recognise and maintain a steady beat with batons or clapping throughout a song, or decide on a tempo and clap that tempo maintaining approximately the same speed throughout with adult support.(eg deciding the tempo for the class to chant a poem to, or sing a song to.) • After noticing a song was too fast to sing, adjusting to a slower tempo to make it easier to sing.