



Cranmore Infant School

Music

PROGRESSION FRAMEWORK

2021-2022

# Music whole school Progression

	Nursery	Reception	Year 1	Year 2	Year 3
Knowledge	<p>Music</p> <p>Feelings</p> <p>Move</p> <p>sing</p> <p>Rhyme</p>	<p>Music</p> <p>Respond</p> <p>Move</p> <p>Beat/pulse</p> <p>Musical stories</p> <p>Nursery rhymes</p> <p>Nursery rhyme stories</p>	<p>Sing off by heart</p> <p>Steady pulse</p> <p>Tempo</p> <p>Instrument names</p> <p>Improvisation</p> <p>Note names</p>	<p>Sing off by heart</p> <p>Steady pulse</p> <p>Tempo, Pitch</p> <p>Instrument names</p> <p>Improvisation</p> <p>Note names</p> <p>Notation</p> <p>Musical genre</p> <p>Chorus</p> <p>perform</p>	<p>Sing off by heart</p> <p>Tempo, Pitch</p> <p>Instrument names</p> <p>Improvisation</p> <p>Note names</p> <p>Notation</p> <p>Musical genre</p> <p>Texture, Dynamics</p> <p>Introduction, Verse, Chorus</p> <p>Perform</p>
Explore and Create	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Move with the pulse of the music. Know that the words of songs can tell stories and paint pictures</p> <p>Clap rhythms</p> <p>Tell nursery rhyme stories</p>	<p>Name instruments</p> <p>Explore sounds</p> <p>Copy patterns</p>	<p>Keep the pitch</p> <p>Name and follow notation</p> <p>Play and improvise</p>	<p>To sing and copy back</p> <p>To improvise</p>
Singing	<p>Use their voice to make sounds and use as an instrument in a variety of ways</p> <p>Sing a range of simple songs and rhymes from memory with enjoyment and confidence</p>	<p>Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Keep the beat/pulse to a song</p>	<p>To sing simple songs, chants and rhymes from memory, singing in unison and at the same pitch, responding to simple visual directions and counting in.</p> <p>Begin to sing 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>To sing and know it relies on the development of accurate pitching and use of ‘thinking voice’</p> <p>Good vocal technique improves vocal sound quality and control and allows the voice to be expressive.</p> <p>Sing songs off heart and say what they are about</p> <p>Perform as a choir in school assemblies.</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p>
Listening	<p>To listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p>	<p>To understand what it means to find the pulse.</p> <p>Start using basic musical language to describe the music you are listening to and your feelings towards it.</p> <p>Begin to listen, with respect, to other people’s ideas and feelings towards the music you have listened to.</p> <p>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p> <p>Listen and clap back, then listen and clap your own answer</p>	<p>To keep a steady beat/pulse</p> <p>To know what tempo/pitch are</p> <p>To recognise and name instruments</p> <p>To know some names of notes To be able to improvise</p>	<p>Develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music being listened to, singing and playing.</p> <p>Listen to recorded performances and have opportunities to experience live music making in and out of school.</p>

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Composing and transcribing	<p>Explore and play untuned percussion instruments with increasing control to express their feelings and ideas.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Play an untuned instrument as they move, copying the beat of their movements</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Invent a pattern to go with a song using one note.</p>	<p>Play untuned and tuned instruments with increasing control to express their feelings and ideas. Make up simple rhythms</p> <p>Write rhythms and tunes on my own</p> <p>Write down their composition by drawing pictures or shapes</p> <p>Make own music up on the spot</p>	<p>Create a simple melody using one, two or three notes</p> <p>Compose tunes in a group.</p> <p>Enjoy creating and exploring sounds that an instrument makes.</p> <p>Use 3 or more notes to compose a piece of music.</p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation</p>	<p>Create simple improvisations with my voice and instrument.</p> <p>Understand that when they improvise, they make up my own tune and rhythm with notes that are given to them.</p>
Appraise / describe music	<p>Listen to a variety of music for pleasure</p>	<p>Describe how music makes you feel</p> <p>Talk about song stories</p>	<p>Enjoy listening to music from other parts of the world.</p> <p>Start to use musical words when talking about music.</p> <p>Understand what pulse, rhythm and pitch mean.</p> <p>Say why they like a certain piece of music and how it makes them feel</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm and dynamics.</p> <p>Recognise where in the world some pieces of music comes from.</p> <p>Sometimes identify the style of music.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics and tempo.</p> <p>Enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>Talk about a variety of musical genres</p>
Musicianship - Pulse/Beat/ Rhythm	<p>Discuss pulse/beat and move along to nursery rhymes</p> <p>Play games to develop awareness to the beat</p>	<p>Clap/move in time to the beat/pulse</p> <p>Play games to develop awareness to the beat/pulse</p> <p>Use instruments to demonstrate beat/pulse awareness</p> <p>Recognise repeated sounds and sound patterns using musical elements</p>	<p>Copy basic rhythm patterns and find the pulse.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, (and classroom percussion), 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.</p>	<p>Demonstrate good rhyme and beat</p> <p>Understand the terms Rhythm</p> <p>Create rhythms for others to copy</p>	

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Musicianship - Pitch		<p>Explore high sounds and low sounds using voices and glockenspiels..</p> <p>Explore high pitch and low pitch in the context of the songs.</p> <p>Explore high pitch and low pitch using the images from the songs</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>Understand that thinking about pulse, pitch, rhythm, dynamics and tempo can improve my performance.</p>
Performing	<p>To know a performance is sharing music.</p> <p>Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Record the performance to talk about</p>	<p>Understand that thinking about pulse, rhythm and pitch can improve my performance.</p> <p>Understand that we have to work as a team when they perform.</p> <p>Confidently perform in front of their friends.</p> <p>Understand that the audience needs to hear their performance.</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>Add ideas to a performance</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Understand that thinking about pulse, pitch, rhythm and dynamics can improve performance.</p> <p>Discuss what went well in the performance and suggest improvements for next time.</p> <p>Feel confident in playing their own improvisations to the class.</p> <p>Know a performance is sharing music with an audience.</p>	<p>Understand why we warm up our voices.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Understand that when we perform as a group, we must listen to each other carefully and follow our leader.</p> <p>Feel confident and can confidently perform to an audience.</p> <p>Assess my own performance and discuss what we can do better.</p> <p>Assess a friend's performance and discuss what they could do better.</p>
Instrumental	<p>Explore instruments and sounds they make</p> <p>Match sounds made</p>	<p>Explore instruments and sounds they make</p> <p>Name basic percussion instruments and what they are made from and describe the sound they make and how</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To practise their instrument to improve</p> <p>To know the notes they are playing and how to play it correctly</p>	<p>To play together with others and listen to when it is their turn to play and listen</p>
Notation			<p>Learn the names of the notes in their instrumental part from memory or when written down.</p>	<p>To recognise some simple notation</p> <p>And know how and when to play that note in a song</p>	<p>Understand the stave, lines and spaces, and clef.</p> <p>Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between crotchets and paired quavers.</p>

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Vocab			Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
Extra Composer Linked to topics	Saint Saen - Carnival of the animals	Saint Saen - Carnival of the animals	Sir Edward Elgar	The planet suite - Gustav Holst	