



## Music Progression Grid

Concept	Nursery	Reception	Y1	Y2
<b>Composition</b>	<ul style="list-style-type: none"> <li>Exploring different sounds and timbres with pitched and unpitched instruments.</li> <li>Create and explore different sounds in their learning environment. For example, experimenting with different materials outside to make sound.</li> <li>Use percussion to make different sound effects. For example, creating weather sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Invent a pattern to go with a song using one note.</li> <li>Use the starting note to explore melodic patterns using one or two notes.</li> <li>Compose short rhythms on percussion or with body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple melody using crotchets and minims</li> <li>Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise melodic and rhythmic patterns with the voice and instruments.</li> <li>Compose short melodies responding to a specific song or style of music.</li> <li>Learn how the notes of the composition can be written down and changed if necessary</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>Perform short songs in front of others.</li> <li>Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>To enjoy moving and dancing to music.</li> </ul>	<ul style="list-style-type: none"> <li>To sing along with a pre-recorded song and add actions.</li> <li>To sing along with the backing track.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Record the performance to talk about.</li> </ul>	<ul style="list-style-type: none"> <li>Sing, rap, rhyme, chant and use spoken word.</li> <li>Sing songs from memory.</li> <li>Sing in unison.</li> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of a choir.</li> <li>Sing songs from memory and/or from notation.</li> <li>Understand and follow the leader or conductor.</li> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> </ul>



		<ul style="list-style-type: none"> <li>Follow instructions on when to play.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song/songs to perform to a well-known audience.</li> <li>Communicate the meaning of the song.</li> <li>Add actions to the song.</li> <li>Enjoy and have fun performing.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul>
<p><b>Responding to music</b></p>	<ul style="list-style-type: none"> <li>To dance along to music and show enjoyment.</li> <li>To say whether they like or dislike a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> <li>Find the steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>To express likes and dislikes after listening to a piece of music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Begin to understand where the music fits in the world.</li> <li>Begin to understand about different styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</li> <li>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>Move and dance with the music confidently.</li> <li>Find different steady beats.</li> <li>Join in sections of the song, eg call and response.</li> <li>Start to talk about the style of a piece of music.</li> <li>Start to talk about where music might fit into the world.</li> </ul>



<p><b>Communicating musically</b></p>	<ul style="list-style-type: none"> <li>• Model observational and investigational skills. Ask out loud: “I wonder if...?”</li> <li>• Talk about what they see, using increasing vocabulary.</li> <li>• Know there are different environments and countries in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To comment and ask questions about aspects of their familiar world.</li> <li>• Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• Understand what a map is. Look at different types of maps – possibly related to stories and imaginary places.</li> <li>• Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Investigate their surroundings by spotting human and physical features.</li> <li>• Use maps, atlases and globes to identify the United Kingdom, its countries, and surrounding seas.</li> <li>• Name the capital cities of England, Scotland, Wales and Northern Ireland.</li> <li>• Begin to understand simple symbols on a map, and use them when drawing a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Children encouraged to ask simple geographical questions. Where is it? What's it like?</li> <li>• Make comparisons between features of different places.</li> <li>• Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment.</li> <li>• Use maps, atlases and globes to name and locate the seven continents of the world.</li> <li>• Use maps, atlases and globes to name and locate the five oceans.</li> <li>• Begin to use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>
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