



## 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>To experiment with using different voices.</li> <li>To investigate the timbre of instruments and sound-makers.</li> <li>To create simple sound imagery inspired by a song.</li> <li>To create and follow a simple graphic score.</li> <li>To create simple sound sequences.</li> <li>To follow simple notation.</li> <li>To create simple sound effects to accompany a song.</li> <li>To explore tempo, dynamics and duration when composing.</li> <li>To compose a sound sequence, choosing sounds to match characters or objects.</li> <li>To compose simple musical patterns, exploring duration and pitch.</li> <li>To explore the effects of combining sounds.</li> <li>To create music inspired by the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>To create musical patterns using longer and shorter sounds.</li> <li>To represent sounds using simple graphic notation.</li> <li>To compose a sequence of sounds (beginning/middle/end).</li> <li>To compose song lyrics and simple vocal effects.</li> <li>To improvise a two-note melody.</li> <li>To write new lyrics for well-known songs.</li> <li>To create sound effects using voices and tuned percussion.</li> <li>To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower).</li> <li>To create simple sound and movement motifs.</li> <li>To use music to tell a story.</li> <li>To investigate different ways of playing an instrument.</li> <li>To create a musical accompaniment.</li> <li>To copy simple rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>To copy pulse action sequences.</li> <li>To compose call-and-echo movement sequences.</li> <li>To copy rhythm patterns.</li> <li>To create rhythm patterns based on spoken words.</li> <li>To compose and perform a simple rhythmic ostinato.</li> <li>To create a simple graphic score.</li> <li>To compose four-beat sound patterns.</li> <li>To select appropriate vocal and percussion sounds to match a theme.</li> <li>To compose and notate a piece of music with contrasting sections.</li> <li>To use symbols to represent instrumental or vocal sounds.</li> <li>To improvise sounds within a structure.</li> <li>To experiment with and recognise changes in musical texture.</li> <li>To create a musical story using appropriate timbres and dynamics on instruments.</li> <li>To compose simple pentatonic melodies.</li> </ul>



		<ul style="list-style-type: none"> <li>To use simple sound effects to tell a story.</li> <li>To use simple sound effects to tell a story.</li> </ul>		
<p><b>Performance</b></p>	<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 welcome and routine songs.</li> <li>To add actions and movements to songs.</li> <li>To respond to simple musical instructions.</li> <li>To play musical patterns using sound and silence.</li> <li>To copy simple sound and movement patterns.</li> <li>To match movements to music and follow musical cues.</li> <li>To take turns in a simple call-and- response chant.</li> <li>To handle instruments with control.</li> <li>To tap a rhythm using instruments and body percussion.</li> <li>To control instruments and sound- makers.</li> <li>To follow a simple graphic score.</li> </ul>	<ul style="list-style-type: none"> <li>To practise starting and stopping together.</li> <li>To play instruments while following a graphic score.</li> <li>To prepare songs for performance.</li> <li>To follow simple performance directions.</li> <li>To suggest ways to improve a performance.</li> <li>To accompany a song using tuned and untuned percussion</li> <li>To perform simple rhythmic patterns based on spoken words.</li> <li>To follow simple musical scores.</li> <li>To play and sing melodies that move up and down by step.</li> <li>To play a simple melodic accompaniment.</li> <li>To perform songs with expression.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and respond to musical instructions.</li> <li>Understand and follow the leader or conductor.</li> <li>To develop ensemble skills.</li> <li>To play rhythms to a steady pulse.</li> <li>To follow a conductor.</li> <li>To copy rhythmic and melodic patterns.</li> <li>To identify and control dynamics.</li> <li>To maintain a simple rhythmic part in a group.</li> <li>To follow a simple graphic score.</li> <li>To play ascending and descending melodies on tuned percussion.</li> <li>To sing pentatonic songs.</li> <li>To play and sing melodies that move up and down by step.</li> <li>To perform songs with instrumental accompaniment.</li> </ul>



		<ul style="list-style-type: none"> <li>• To perform a song and dance to an audience.</li> <li>• Singing short songs with growing confidence.</li> <li>• To follow directions, knowing when to start and stop.</li> <li>• To sing songs with expression.</li> </ul>	<ul style="list-style-type: none"> <li>• To perform a sequence of motifs using instruments.</li> <li>• To begin to control dynamics using voices and instruments.</li> <li>• To play instruments while following a graphic score.</li> <li>• To work together and develop ensemble skills.</li> <li>• To play a steady pulse using percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To play a simple rhythmic and/or melodic ostinato.</li> <li>• To develop a short performance to share with others.</li> <li>• To suggest ways to improve a performance.</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 share responses to songs and music.</li> <li>• To explore creative movement when singing and playing.</li> <li>• To move to the pulse of the music.</li> <li>• To discriminate between sounds.</li> <li>• To find different ways of sorting instruments.</li> <li>• To recognise loud and quiet sounds.</li> <li>• To play instruments to a steady pulse.</li> <li>• To move in time with the music.</li> <li>• To respond to changes in tempo.</li> <li>• To compare singing games.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain a steady pulse.</li> <li>• To maintain a steady pulse through movement.</li> <li>• To respond to music in creative ways.</li> <li>• To express likes and dislikes after listening to a piece of music.</li> <li>• To create graphic notation to represent a pattern of higher and lower notes.</li> <li>• To identify melodies moving by step.</li> <li>• To recognize changes in tempo.</li> <li>• To investigate different ways of playing an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• To internalise pulse.</li> <li>• To use movement to identify the first beat of the bar.</li> <li>• To recognise repeated rhythmic patterns.</li> <li>• To identify changes in musical texture.</li> <li>• To use movement to respond to the mood of music.</li> <li>• To recognise and describe changes in musical mood.</li> <li>• To recognize musical contrasts, e.g. changes in tempo, dynamics, articulation, duration.</li> <li>• To recognise and describe changes in pitch.</li> <li>• To identify high-, mid- and low-pitched sounds.</li> <li>• To begin to recognise pentatonic scales.</li> </ul>



<p><b>Communicating musically</b></p>	<ul style="list-style-type: none"> <li>• To describe music as loud, quiet, fast or slow.</li> <li>• To describe what they can hear in a natural environment and in music.</li> <li>• To play an instrument and stop if a leader says stop or pause.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused listening and develop sound discrimination skills.</li> <li>• Discussing their musical creations after composing.</li> <li>• To compose and describe simple descriptive sounds.</li> <li>• Describing instrumental sounds e.g. g. tap, shake, rub, scrape.</li> <li>• Talking about patterns and repetition.</li> <li>• Exploring and recognising properties of instruments helping recognition of similarities and differences.</li> <li>• Develops comparative language: longer/shorter; higher/ lower; louder/quieter.</li> <li>• To name some classroom percussion instruments.</li> <li>• To learn about musical traditions.</li> <li>• To begin to recognise the structure of a song.</li> <li>• To describe simple sound sequences.</li> <li>• To talk about instruments, comparing sounds.</li> <li>• To spot simple features of music performances.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise simple pitch patterns.</li> <li>• To use 'higher' or 'lower' to describe sounds.</li> <li>• To discuss how music makes us move in different ways.</li> <li>• To recognize and respond to changes in tempo.</li> <li>• To explore and discuss the properties of instruments and their sounds (timbre).</li> <li>• To use musical vocabulary to describe sounds.</li> <li>• Discuss and explore texture.</li> <li>• To use 'higher' or 'lower' to describe sounds.</li> <li>• To begin to recognise the difference between pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• To compare songs on a given theme.</li> <li>• To recognise and begin to describe features of music (e.g. tempo, mood, timbre and pitch).</li> <li>• To explore the timbre of instruments.</li> <li>• To explore rests in music.</li> <li>• To identify patterns in music.</li> <li>• To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.)</li> <li>• To respond to changes in major and minor tonality.</li> <li>• To begin to define and recognise a range of timbres and dynamics.</li> </ul>
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