



Music: Progression from Nursery to Year 2

Development Matters 2020	Nursery (Class 1)	<u>Communication & Language</u> - Sing a large repertoire of songs. <u>Physical Development</u> - Use large-muscle movements to wave flags and streamers, - paint and make marks. <u>Expressive Arts & Design</u> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.
	Reception (Classes 2-4)	<u>Communication & Language</u> - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. <u>Physical Development</u> - Combine different movements with ease and fluency. <u>Expressive Arts & Design</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.

National Curriculum	Key Stage 1 (Classes 5-10)	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

Area	Year Group	Knowledge and Skills Key vocabulary is in bold
Listen & Respond / Appraise	Nursery	• To listen to sounds with increasing attention. • To talk about what is heard and expressive thoughts and feelings.
	Reception	• To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars.
	Year 1	• To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use, including triangle, tambour, maracas, drum and claves.
	Year 2	• To know 10 songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. • To learn how songs can tell a story or describe an idea
Explore & Create	Nursery	• To explore simple percussion instrument and make different sounds with them. • To begin to learn names of drum, tambourine, maracas and triangle.
	Reception	• To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. • To copy and explore pulse, rhythm and pitch.
	Year 1	• To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals.

		• To copy short rhythmic phrases based on words with one or two syllables. • To create rhythms for others to copy. • To copy high and low notes using the singing voice. • To learn the names of the notes in their instrumental part from memory or when written down. • To learn the names of the instruments they are playing such as triangle, tambour, maracas, drum and claves, chime bar. • To treat instruments carefully and with respect. • To play a tuned instrumental part with the song they perform. • To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • To listen to and follow musical instructions from a leader. • To know that improvisation is about making up your own tunes on the spot. • To clap and improvise. • To sing, play and improvise. • To know that composing is like writing a story with music. • To help to create a simple melody using one, two or three notes. • To begin to learn how the notes of the composition can be written down and changed if necessary.
	Year 2	• To know that music has a steady pulse, like a heartbeat and be very confident in keeping a steady pulse. • To create more complex rhythms from words, our names, favourite food, colours and animals. • To know rhythms are different from the steady pulse. • To add high and low sounds and pitch when we sing and play our instruments. • To learn the names of the notes in their instrumental part from memory or when written down. • To know the names of untuned percussion instruments played in class (eg. triangle, tambour, maracas, drum and claves, chime bar, xylophone, glockenspiel, metallophone) • To copy longer rhythmic phrases based on words with one, two or more syllables. • To create longer rhythms for others to copy. • To copy a variety of high and low notes using the singing voice. • To treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • To play the part in time with the steady pulse. • To listen to and follow musical instructions from a leader with growing confidence. • To improvise with growing confidence. • To help create three simple melodies using one, three or five different notes. • To know how the notes of the composition can be written down and changed if necessary.

Singing	Nursery	- To sing with and then without the teacher's help. - To remember and sing entire basic nursery rhymes and songs in a class, in a group and as an individual. - To sing the pitch of a tone sung by another person ('pitch match') and with the same melodic shape. - To develop musical memory.
	Reception	- To sing or rap nursery rhymes and simple songs from memory. - To know that songs have sections with a verse and a chorus. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track.
	Year 1	- To confidently sing or rap five songs from memory and sing them in unison. - To learn about voices, singing notes of different pitches (high and low). - To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. - To learn to start and stop singing when following a leader.
	Year 2	- To confidently know and sing ten songs from memory. - To know that unison is everyone singing at the same time. - To know why we need to warm up our voices. - To learn about voices, singing notes of different pitches (high and low). - To learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm), showing confident control. - To learn to find a comfortable singing position. - To start and stop singing with control when following a leader.
Share and Perform	Nursery	To be aware that children can perform music to other ie. sing to each other.
	Reception	- To know that a performance is sharing music. - To perform any of the nursery rhymes by singing and adding actions or dance. - To perform any nursery rhymes or songs adding a simple instrumental part. - To record the performance to talk about.
	Year 1	- A performance is sharing music with other people, called an audience. - To choose a song they have learnt from the scheme and perform it. - To add their ideas to the performance. - To record the performance and say how they were feeling about it.
	Year 2	- To know that an audience can include different people, including friends and family. - To choose a song they have learnt from the scheme and perform it with growing confidence. - To add their ideas to the performance with more confidence. - To record the performance and say how they were feeling about it.