



Crawley Ridge Infant School – Progression in Music



(Sequence and Structure)

Implementation

Contexts	Year R	Year 1	Year 2
	<p>Having access to a variety of percussion instruments</p> <p>Singing nursery rhymes and other songs (e.g. tidy up songs, end of day songs, related topic songs)</p> <p>Listening to a variety of music</p> <p>Joining in special school assemblies</p> <p>Taking part in the Christmas Play</p> <p>Special assembly for Reception parents</p>	<p>Playing the tuned and untuned percussion</p> <p>Using instruments to create music</p> <p>Singing a variety of songs including related topic songs</p> <p>Listening to a wide range of music</p> <p>Listening and singing in assembly</p> <p>Joining in special school assemblies</p> <p>Singing and dancing in the Christmas Play</p> <p>Special assemblies for Year 1 parents</p>	<p>Using percussion instruments to create music and improvise</p> <p>Singing a wide range of songs including simple part singing</p> <p>Listening to a wide range of music</p> <p>Listening and singing in assembly</p> <p>Taking part in special school assemblies eg Harvest Festival</p> <p>Taking roles in the Christmas Play</p> <p>Leavers concert</p>

<p><u>Performance</u> Building confidence, and enthusiasm, and inspiring engagement</p>	<p>Technical control: Distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to steady pulse and pitch.</p> <p>Notation: Begin to follow written signals</p> <p>Ensemble awareness: Begin to start and stop together with others. Communication and audience: Explore sounds using instruments and voice.</p>	<p>Technical control: Sing simple songs in different styles with an awareness of pitch and clarity of diction. Play to a steady pulse. Accompany singing with actions and body sounds to a steady pulse.</p> <p>Notation: Begin to relate images to sounds</p> <p>Ensemble awareness: Follow simple performance indications for start, stop, gradually change dynamics Communication and audience: Begin to control sounds demonstrating subtle changes e.g. gradually faster, slower, louder, quieter</p>	<p>Technical control: Sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands. Find and perform the pulse with increased success. Accompany singing with actions and body sounds in time with a steady pulse.</p> <p>Notation: Begin to follow written signals</p> <p>Ensemble awareness: Demonstrate increased confidence when following musical directions given both aurally and through physical inflection Communication and audience: Begin to control sounds with intention</p>
<p><u>Improvisation/Composition</u> Begin to improvise and compose applying the knowledge built and skills learned</p>	<p>Technique & musicality: explore and create sounds using voice, body percussion, instruments and found sounds and explore how sounds can be changed from loud to quiet, fast to slow and high to low.</p> <p>Notation: introduced to symbols and images to convey sound.</p>	<p>Technique & musicality: explore timbre, pitch, duration, dynamics and tempo and explore sound in relation to mood or message.</p> <p>Notation: begin to explore how images can be used to create graphic scores and explore symbols for rhythm and pitch.</p>	<p>Technique & musicality: select sounds to demonstrate mood or message and explore and use changes in pitch dynamics, duration and tempo.</p> <p>Notation: use images to structure pieces using graphic score. Select symbols for rhythm and pitch.</p>

	Creative process: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.	Creative process: express opinions when selecting and describing sounds to create music	Creative process: share ideas to create pieces with simple structure.
<p>Listening</p> <p>A wide variety of recorded music is played in the classrooms and during assemblies, opportunities are taken to enable our children to listen to and experience live music</p>	<p>Identify musical conventions and inter-related dimensions: describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by talking or moving.</p> <p>Recognise sound & instruments: begin to recognise classroom instruments. Listen to sound effects.</p>	<p>Identify musical conventions and inter-related dimensions: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.</p> <p>Recognise sound & instruments: begin to recognise some instrumental sounds and name classroom instruments.</p>	<p>Identify musical conventions and inter-related dimensions: begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch.</p> <p>Recognise sound & instruments: begin to recognise instruments aurally.</p>
<p>Vocabulary</p> <p>Specific vocabulary is introduced and built on sequentially through the three years</p>	<p>Key vocab: Voice, count, copy, action, start, speed, speak, sound, slow, fast, play, quiet, loud, high, low, scrape, shake, listen, hit, stop</p>	<p>Key vocab: Year R vocab plus Duet, graphic score, layer, notes, pulse, beat, pitch, rhythm, tempo, instrument, movement, perform, rest, sound scape</p>	<p>Key vocab: Year R and 1 vocab plus Body percussion, drone, dynamics, improvise, lyrics, melody, orchestra, percussion, round, unison, verse, chorus, conductor, compose, composer</p>

