



## Crawley Ridge Infant School – Progression in Music grid



### (Key Vocabulary, Knowledge and Skills)

#### Autumn 1

	Year R	Year 1	Year 2
Curriculum Links	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs (Rec)</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec)</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>Play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Play tuned and untuned instruments musically</li> </ul>
Key Experience	Nursery Rhymes	Space	Folk songs
Key Knowledge <i>To demonstrate their understanding pupils will :</i>	<ul style="list-style-type: none"> <li>To know that music can be high/low</li> <li>To know that there are different instruments making different sounds</li> <li>To know a range of different nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>To know that pitch is the high/low in music</li> <li>To know that there are famous pieces of music written about a theme e.g. Space</li> <li>To know what the pulse and beat of the music are</li> </ul>	<ul style="list-style-type: none"> <li>To know how folk music was developed</li> <li>To know what a drone is in singing (long sustained note or group of notes staying the same throughout the piece of music)</li> <li>To know what texture is in music (layering sound)</li> <li>To know what improvising is (making up music on the spot)</li> </ul>

Key Skills <i>To demonstrate their understanding pupils will:</i>	<ul style="list-style-type: none"> <li>• Listening: listen to a range of nursery rhymes</li> <li>• Composing: use instruments to play along to nursery rhymes</li> <li>• Performing: move in time to the music, play instruments in a group</li> <li>• Social: listening, share, take turns</li> <li>• Emotional: self-control, confidence, perseverance, patience, independence</li> <li>• Thinking: copy and repeat, comprehension, apply knowledge, follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: identify sound of instruments, identify dynamics &amp; tempo, express thoughts &amp; feelings, respond with movement</li> <li>• Composing: to a theme, consider dynamics &amp; tempo, explore 3 notes</li> <li>• Performing: with a partner, percussion instruments, speak, sing &amp; play, simple melodies, pitch, notes so, mi &amp; la</li> <li>• Social: collaboration, communication, kindness, patience, sharing, move safely, respect</li> <li>• Emotional: independence, self control, persevere</li> <li>• Thinking: comprehension, creativity, copy and repeat</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: identify instruments, identify key features</li> <li>• Composing: improvise using pitch, improvise to create effect</li> <li>• Performing: class ensemble, drone, play &amp; sing together, create texture, maintain parts, call &amp; response, sing in a round, sing in two parts, use dynamics</li> <li>• Social: communication, co-operation, collaboration, support Emotional: determination, perseverance, honesty, independence Thinking: decision making, problem solving, creativity, identify areas for improvement, comprehension</li> </ul>
Key Vocabulary	Sing, song, tune, nursery rhyme, high, low	Sing, song, tune, pitch, pulse, beat,	Folk songs, texture, drone, improvisation, round, dynamics, pitch, call and response

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