



## Crawley Ridge Infant School – Progression in Music grid



### (Key Vocabulary, Knowledge and Skills)

#### Spring 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>Sing a range of well-known nursery rhymes and songs (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>
Key Experience	Whatever the weather	Carnival of the Animals	Oceans
Key Knowledge <i>To demonstrate their understanding pupils will :</i>	<ul style="list-style-type: none"> <li>To know that pitch means high/low</li> <li>To know that music can be fast/slow and loud/quiet</li> </ul>	<ul style="list-style-type: none"> <li>To know what improvise means (to make up on the spot)</li> <li>To know what a rhythmic ostinato is (a rhythm that repeats over and over)</li> <li>To know that music can represent different moods or characters</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To know that instruments can be played in ways to change the mood or character</li> <li>To know what the chorus and verses are in a song</li> <li>To know all the inter related dimensions of music – tempo, pitch, dynamics, texture, rhythm, structure</li> <li></li> </ul>

<p><b>Key Skills</b> <i>To demonstrate their understanding pupils will:</i></p>	<ul style="list-style-type: none"> <li>• Listening: identify instruments, describe timbre, respond with mark making &amp; movement</li> <li>• Composing: simple melodies, thematic piece, creating new verses, create rhythms</li> <li>• Performing: repeat rhythms, respond with movement, play percussion, so &amp; mi, add actions, play &amp; sing together</li> <li>• Social: collaboration, listening, working safely, take turns, share 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 instruments, match instruments to a theme, respond with movement, recognise changes in music</li> <li>• Composing: improvise, use dynamics &amp; tempo, explore character</li> <li>• Performing: ostinato, playing &amp; singing together, explore dynamics, tempo, timbre &amp; pitch, call &amp; response</li> <li>• Social: communication, co-operation, collaboration, support, respect</li> <li>• Emotional: determination, empathy, self-control, independence, confidence</li> <li>• Thinking: creativity, reflection, comprehension, select/apply</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: identify instruments, identify rhythm, pitch, dynamics and tempo</li> <li>• Composing: improvise rhythm</li> <li>• Performing: follow staff notation, use pitch, dynamics and tempo</li> <li>• Social: communication, kindness, respect, support, leadership</li> <li>• Emotional: confidence, determination, independence, perseverance, honesty, empathy</li> <li>• Thinking: creativity, reflection, problem solving, comprehension</li> </ul>
<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Pitch, rhythm, pulse, dynamics, tempo,</li> </ul>	<p>Composer, instrument, improvise, pulse, ostinato, rhythm</p>	