



Crawley Ridge Infant School – Progression in Music grid



(Key Vocabulary, Knowledge and Skills)

Spring 2

	Year R	Year 1	Year 2
Curriculum Links	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups (Rec) Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music Listen with concentration and understanding to a range of high-quality live and recorded music
Key Experience	Minibeasts	Dinosaurs	The Four Seasons
Key Knowledge <i>To demonstrate their understanding pupils will :</i>	<ul style="list-style-type: none"> To know how to sing as part of a small group and a whole class To know what a rhythm is 	<ul style="list-style-type: none"> To know what dynamics means (loud/quiet) To know what timbre is (how an instrument sounds e.g. scraping, knocking) To know what tempo is (fast/slow) To know what pitch is (high/low) 	<ul style="list-style-type: none"> To know what dot and staff notation is and what difference notations represent (e.g. crotchets, quavers) To know what a conductor is To know the difference between pulse and rhythm
Key Skills	<ul style="list-style-type: none"> Listening: mark making, respond with movement, recognise 	<ul style="list-style-type: none"> Listening: identifying sounds, changes in pitch, matching instruments to sound 	<ul style="list-style-type: none"> Listening: identify instruments, identify rhythm, pitch, dynamics & tempo

<p><i>To demonstrate their understanding pupils will:</i></p>	<p>similarities & changes in tempo & dynamics, explain preference</p> <ul style="list-style-type: none"> • Composing: new verses, words & actions, sound effects, select instruments, dynamics, tempo • Performing: sing, play percussion, dynamics, tempo, repeat rhythms, match words & rhythms, vocal sounds, pitch, add actions • Social: work safely, listen, share, collaborate, support • Emotional: share feelings, confidence, patience, respect, self-control • Thinking: create, copy, comprehension 	<ul style="list-style-type: none"> • Composing: consider timbre, dynamics & tempo, explore pitch, order sounds • Performing: use dynamics, pulse & tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch • Social: co-operation, collaboration, respect, communication, leadership • Emotional: confidence, empathy, persevere Thinking: select and apply, comprehension, feedback 	<ul style="list-style-type: none"> • Composing: improvise • Performing: follow dot & staff notation, use pitch, dynamics & tempo • Social: respect, co-operation, leadership, communication • Emotional: empathy, independence • Thinking: reflection, decision making, provide feedback, creativity
<p>Key Vocabulary</p>	<p>High, low, loud, quiet, sing,</p>	<p>Pitch, timbre, tempo, dynamics, graphic score, pulse, order</p>	<p>Pulse, dynamics, tempo, rhythm, pitch, perform, improvise, compose, combine, dot and staff notation, conductor</p>

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