



Crawley Ridge Infant School – Progression in Music grid



(Key Vocabulary, Knowledge and Skills)

Summer 1

	Year R	Year 1	Year 2
Curriculum Links	<ul style="list-style-type: none"> Learn rhymes, poems and songs (Rec) Sing in a group or on their own, increasingly matching the pitch and following the melody. (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"> 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 Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<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 Experiment with, create, select and combine sounds using the inter-related dimensions of music Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Key Experience	Journeys	Fantasy and Adventure	Great Fire of London
Key Knowledge <i>To demonstrate their understanding pupils will :</i>	<ul style="list-style-type: none"> To know what a beat is in music To know how to copy a simple rhythm To know how to take part in a call and response 	<ul style="list-style-type: none"> To know what pitch is To know what tempo is To know what dynamics is To know what stick notation is To know what a duet is 	<ul style="list-style-type: none"> To know what crescendo and decrescendo mean (getting louder and quieter) To know what pulse is To know how to sing as a round

<p>Key Skills <i>To demonstrate their understanding pupils will:</i></p>	<ul style="list-style-type: none"> • Listening: respond by mark making, explain how the music makes you feel. • Composing: rhythms, titi/ta and rest beats • Performing: rhythms, call and response, group, chant, use tempo, call and response • Social: inclusive, sharing ideas, communication • Emotional: confidence, understanding feelings • Thinking: apply knowledge, remember and repeat, interpretation, creativity 	<ul style="list-style-type: none"> • Listening: compare music, identify feelings, identify pitch, tempo & dynamics, respond with • Composing: use so & mi, write a score, call & response, change tempo & dynamics, duet & group • Performing: follow symbols, duet & group, match pitch, call & response, explore dynamics & tempo • Social: respect, collaboration, patience, communication • Emotional: self-control, independence, confidence, empathy, understand feelings • Thinking: creativity, comprehension, feedback 	<ul style="list-style-type: none"> • Listening: identify pitch, instruments & dynamics • Composing: use structure, body percussion, use dynamics, use found sounds • Performing: follow a score, partner & group, ostinato, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round • Social: co-operation, respect, kindness, leadership, communication • Emotional: independence, perseverance, empathy, determination, confidence • Thinking: provide feedback, select/apply, problem solve, reflection, comprehension
<p>Key Vocabulary</p>	<p>Listen, sing, join in, beat, titi/ta, call and response, chant</p>	<p>Composer, opera, pitch, melody, tempo, duet, dynamics, stick notation</p>	<p>Pitch, pulse, structure, body percussion, ostinato, dynamics, round, crescendo, decrescendo</p>