



Crawley Ridge Infant School – Progression in Music grid



(Key Vocabulary, Knowledge and Skills)

Summer 2

	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) Sing a range of well-known nursery rhymes and songs (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 	<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
Key Experience	Deep Blue Sea	At the Seaside	Toys
Key Knowledge <i>To demonstrate their understanding pupils will :</i>	<ul style="list-style-type: none"> To know that pitch is high/low To know what a steady beat is To know what a simple rhythm is 	<ul style="list-style-type: none"> To know what a score is (how music is written down so other people can perform it) To know what a steady pulse is 	<ul style="list-style-type: none"> To know tempo means To know what dynamics means To know what pitch means To know what a steady pulse means
Key Skills <i>To demonstrate their understanding pupils will:</i>	<ul style="list-style-type: none"> Listening: changes in pitch, respond with movement, describing sounds Composing: exploring instruments and their sound, simple rhythms, simple melodies 	<ul style="list-style-type: none"> Listening: identifying sounds, interpreting music Composing: creating sound effects, layering sounds, exploring percussion, playing 	<ul style="list-style-type: none"> Listening: identify dynamics, tempo & pitch Composing: use timbre, tempo, dynamics & pitch, write a graphic

	<ul style="list-style-type: none"> • Performing: following hand signals, steady beat, range of percussion instruments, follow written symbols, call and response, identifying pitch, using different voices • Social: collaboration, working safely, respect, sharing • Emotional: self-control, understanding thoughts and feelings • Thinking: comprehension, creativity 	<p>loudly/quietly/quickly/slowly, creating a graphic score</p> <ul style="list-style-type: none"> • Performing: following a score, group ensemble, performing to a pulse, changing tempo, adding actions • Social: collaboration, co-operation, sharing, listening • Emotional: self-control, identifying emotions, confidence, independence • Thinking: select and apply 	<p>score, compose to represent a theme</p> <ul style="list-style-type: none"> • Performing: move to music, follow a score, play tuned percussion, play & sing together, change dynamics & tempo when singing, add actions to songs • Social: co-operation, communication, collaboration, sharing • Emotional: determination, perseverance, independence, integrity • Thinking: decision making, problem solving, comprehension, creativity, select/apply
Key Vocabulary	Pitch, steady beat, rhythm	Layer, pulse, soundscape, tempo, score, graphic score, conductor	Dynamics, tempo, timbre, pitch, score, steady pulse, compose, create