



## Progression Overview



	Nursery <del>Nursery</del> 2-4 years	Reception	Year 1	Year 2
Listen and appraise	To be able to respond emotionally and physically to music when it changes	To listen and respond to a different song or piece of music in a different style. Nursery rhymes provide the context for the History of Music and the very beginnings of the Language of Music.	<i>To know what the songs are about.</i> <i>To know and recognise the sound and names of some of the instruments they use.</i> To learn how they can enjoy moving to music by dancing, marching, <i>being animals or pop stars.</i>	<i>To know some songs have a chorus or a response/answer part.</i> <i>To know that songs have a musical style.</i> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <i>To learn how songs can tell a story or describe an idea.</i>

## Games

To be able to join in with songs and rhymes, making some sounds.  
Anticipate phrases and actions in rhymes and songs like 'Peepo'

Embedding foundations of the interrelated dimensions of music Use music to inspire imaginative movement, initially free and child-led movement but start to teach the children to follow and copy instruction.

*Know that music has a steady pulse, like a heartbeat.*

*Know that we can create rhythms from words, our names, favourite food, colours and animals.*

Play progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch in relation to the main song:

- Game 1 Pulse - Choose an animal and find the pulse.
- Game 2 – Rhythm Copy Back - Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words with one and two syllables whilst marching the steady beat.
- Game 3 – Rhythm Copy Back, Your Turn - Create rhythms for others to copy.
- Game 4 – Pitch Copy Back and Vocal Warm-up

1

To know that music has a steady pulse, like a heartbeat.

To know that we can create rhythms from words, our names, favourite, food, colours and animals.

*Rhythms are different from the steady pulse.*

*We add high and low sounds, pitch, when we sing and play our instruments.*

Using the Warm up Games tracks provided, complete the following in relation to the main song:

- Game 1 Pulse - Choose an animal and find the pulse.
- Game 2 – Rhythm Copy Back - Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words with one and two syllables whilst marching the steady beat.
- Game 3 – Rhythm Copy Back, Your Turn - Create rhythms for others to copy.

			<p>Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</p> <ul style="list-style-type: none"> <li>● Game 4a – Pitch Copy Back and Vocal Warm-up.</li> </ul>	<ul style="list-style-type: none"> <li>● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</li> <li>● Game 4a – Pitch Copy Back and Vocal Warm-up.</li> </ul>
<p><b>Singing</b></p>	<p>Learning to explore their voices and enjoy making sounds. Begin to join in with songs and rhymes.</p>	<p>Learning to sing or sing along with nursery rhymes and action songs</p>	<p><i>To confidently sing or rap five songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</i></p>	<p><i>To confidently know and sing five songs from memory To know that unison is everyone singing at the same time. To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</i></p>

<p><b>Playing</b></p>	<p>Beginning to explore a range of sound-makers and instruments and play them in different ways.</p>	<p>Singing and learning to play classroom instruments within a song. Treat instruments carefully and with respect.</p>	<p><i>Learn the names of the notes in their instrumental part from memory or when written down.</i> <i>Learn the names of the instruments they are playing.</i> Treat instruments carefully and with respect. <i>Play a tuned instrumental part with the song they perform.</i> Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). <i>Listen to and follow musical instructions from a leader.</i></p>	<p>Learn the names of the notes in their instrumental part from memory or when written down. Know the <i>names of untuned percussion</i> instruments played in class. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). <i>Play the part in time with the steady pulse.</i> Listen to and follow musical instructions from a leader.</p>
<p><b>Improvisation</b></p>	<p>User and explore a range of sound-makers and instruments and play them in different ways</p>	<p>Improvising with voices and body percussion, leading to playing classroom instruments.</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and</p>	<p><i>Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</i></p>

			<p>instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improve! – Take it in turns to improvise using one or two notes.</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improve – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improve! – Take it in turns to improvise using one or two notes.</li> </ol>
<b>Composition</b>	Improvising and singing taught rhymes		<p><i>Help to create a simple melody using one, two or three notes.</i></p> <p><i>Learn how the notes of the composition can be written down and changed if necessary.</i></p>	<p>Help create <i>three</i> simple melodies with the Units using <i>one, three or five different notes</i>.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>
<b>Performance</b>	Begin to take part in and perform known songs and rhymes.	Share and perform the learning that has taken place.	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p>



Record the performance and say how they were feeling about it.

Record the performance and say how they were feeling about it.