



Progression Overview



	Reception	Year 1	Year 2
Listen and appraise	<p>To listen and respond to a different song or piece of music in a different style.</p> <p>Nursery rhymes provide the context for the History of Music and the very beginnings of the Language of Music.</p>	<p><i>To know what the songs are about.</i></p> <p><i>To know and recognise the sound and names of some of the instruments they use.</i></p> <p>To learn how they can enjoy moving to music by dancing, marching, <i>being animals or pop stars.</i></p>	<p><i>To know some songs have a chorus or a response/answer part.</i></p> <p><i>To know that songs have a musical style.</i></p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p><i>To learn how songs can tell a story or describe an idea.</i></p>
Games	<p>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.</p>	<p><i>Know that music has a steady pulse, like a heartbeat.</i></p> <p><i>Know that we can create rhythms from words, our names, favourite food, colours and animals.</i></p> <p>Play progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch in relation to the main song:</p> <ul style="list-style-type: none">• Game 1 Pulse - Choose an animal and find the pulse.	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite, food, colours and animals.</p> <p><i>Rhythms are different from the steady pulse.</i></p> <p><i>We add high and low sounds, pitch, when we sing and play our instruments.</i></p>

		<ul style="list-style-type: none"> • 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 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. • Game 4a – Pitch Copy Back and Vocal Warm-up. 	<p>Using the Warm up Games tracks provided, complete the following in relation to the main song:</p> <ul style="list-style-type: none"> • 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 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. • Game 4a – Pitch Copy Back and Vocal Warm-up.
Singing	Learning to sing or sing along with nursery rhymes and action songs	<p><i>To confidently sing or rap five songs from memory and sing them in unison.</i></p> <p><i>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.</i></p>	<p><i>To confidently know and sing five songs from memory</i></p> <p><i>To know that unison is everyone singing at the same time.</i></p> <p><i>To know why we need to warm up our voices.</i></p> <p>Learn about voices singing notes of different pitches (high and low).</p>

		<i>Learn to start and stop singing when following a leader.</i>	Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). <i>Learn to find a comfortable singing position.</i> Learn to start and stop singing when following a leader.
Playing	Singing and learning to play classroom instruments within a song. Treat instruments carefully and with respect.	<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>	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.
Improvisation	Improvising with voices and body percussion, leading to playing classroom instruments.	Use the improvisation tracks provided. Improvise using the three challenges:	<i>Know when someone improvises, they make up their own tune that has never been heard before. It is</i>

		<p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p><i>not written down and belongs to them.</i></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>
Composition		<p><i>Help to create a simple melody using one, two or three notes. 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>
Performance	Share and perform the learning that has taken place.	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>