



# St Chad's CofE Nursery and Infant School – Music Progression Map



## Aims

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

	Nursery	Reception	Key Stage 1	
Statutory Content (Early Years Framework / National Curriculum)	<p><b>Expressive Arts and Design</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Statutory ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when</li> </ul>		<p><b>Pupils should be taught to:</b> 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</p>	
Progression Criteria	Nursery Musician	Reception Musician	Year 1 Musician	Year 2 Musician
	<ul style="list-style-type: none"> <li>• Begin to make believe by pretending using sounds,</li> <li>• Explore, hear and create environment, animals sounds and musical instruments</li> <li>• Describe different sounds e.g. scary, happy, sad</li> <li>• Keep a steady beat</li> <li>• Sing nursery rhymes</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing a range of new songs and chants using different voices e.g. loud, quiet, high and low.</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Know how to use my voice to create sounds, sing and chant.</li> <li>• Use my voice in different ways, exploring pitch, dynamic, timbre and structure.</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Know how to use their voices expressively and creatively by singing songs and speaking rhymes.</li> <li>• Explore pitch, duration, and appropriate forms of notation.</li> <li>• Explore timbre and texture to understand how sounds can be descriptive.</li> <li>• Explore structure.</li> </ul>



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		<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Perform stories with musical elements and actions.</li> <li>Express feelings by responding to moods in music.</li> <li>Name and play different percussion instruments to a steady beat.</li> <li>Create and perform sequences of sounds.</li> <li>Move to rhythm and beat.</li> <li>Match movements to pitch.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Know how to play simple untuned instruments to perform.</li> <li>Know how to keep a steady beat and copy short rhythmic pattern.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Know how to perform simple patterns and accompaniments keeping a steady beat/pulse.</li> <li>Know how to play simple rhythmic patterns on an untuned and tuned instrument.</li> </ul>
		<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Experiments with ways of changing songs, music and instrumental sounds.</li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Create music on my own and with others.</li> <li>Explore pitch and tempo.</li> <li>Create and clap own rhythms.</li> <li>Create simple sequences and patterns of sound – long/short, high/low, loud/quiet.</li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Know how to experiment with, create, select and combine sounds.</li> <li>Understand and explore how music is created, produced, and communicated.</li> <li>Know how to create, interpret and perform a simple score.</li> </ul>
		<p><b>Musical appreciation</b></p> <ul style="list-style-type: none"> <li>Represent their own ideas, thoughts and feelings through music, dance, role-play and stories.</li> </ul>	<p><b>Musical appreciation</b></p> <ul style="list-style-type: none"> <li>Listen to, review, and evaluate music from a range of genres, including the works of great composers.</li> </ul>	<p><b>Musical appreciation</b></p> <ul style="list-style-type: none"> <li>Listen to, review, and evaluate music from a range of genres, including the works of great composers.</li> </ul>
Core Vocabulary	<p>Nursery rhyme Steady beat Name instruments e.g. claves cabasa bells triangle</p>	<p>Song Beat High and low Loud and quiet Sequence: <i>play a piece of music in different ways e.g. different pitch</i> Layers of sound (<i>texture: how layers of sound work together</i>) Musical sounds (<i>timbre/tone: hear the difference between two separate instruments or voices, even when they are playing or singing the same note</i>)</p>	<p>Sing chant Percussion instrument: <i>a musical instrument played with my hand or musical beater</i> Beat: <i>rhythm</i> Pitch: <i>high and low</i> Tempo: <i>speed</i> Dynamic: <i>volume</i> Timbre/tone: <i>hear the difference between two separate instruments or voices, even when they are playing or singing the same note</i> Structure: <i>the order of music/notes</i> Composer: <i>a person who writes music</i></p>	<p>Timbre/tone: <i>hear the difference between two separate instruments or voices, even when they are playing or singing the same note</i> Tempo: <i>speed</i> Texture: <i>how layers of sound work together</i> Dynamic: <i>volume</i> Duration: <i>amount of time, or how long a note lasts</i> Melody: <i>a mixture of pitch and rhythm</i> Pitch: <i>high and low</i> Ostinato/ostinati: <i>a continually repeated musical phrase or rhythm</i> Tuned instrument e.g. <i>xylophone</i> Structure: <i>the order of music/notes</i> Notation: <i>write down musical notes</i> Pulse and rhythm Performance Composer: <i>a person who writes music</i></p>
	<p><b>Enabling environments</b></p> <ul style="list-style-type: none"> <li>Enrich the environment inside and out with music for children to inspire imagination</li> <li>Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound makers, water, string bags and planks.</li> <li>Create time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages.</li> </ul>			



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Scheme of Work: Musical Gems / Music Express						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Musical Gems (beat and tempo)	Musical Gems (loud and quiet)	Going Places (high and low)	Stories and sounds (structure)	Working World (texture)	Our Senses (timbre)
Year 1	Ourselves (exploring sounds)	Our School (exploring sounds)	Pattern (beat)	Seasons (pitch)	Storytime (exploring sounds)	Travel (performance)
Year 2	Ourselves (exploring sounds)	Our land (exploring sounds)	Pattern (beat)	Seasons (pitch)	Storytime (exploring sounds)	Travel (performance)