

Suffield Park Infant and Nursery School Progression Map for Music



Confident, Resilient, Ambitious, Brilliant

Note: Birth to 5 Matters objectives are in **Blue**. Key Stage One: Music objectives in **Red**.

Subject: Music **Subject Leader:** Mrs Ward

Title for Block of Teaching: Performing-Singing

Yr Group	Knowledge	Skills	Vocabulary
R	<p>Creating with materials Range 4: • Joins in singing songs</p> <p>Range 5: Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Enjoys joining in with moving, dancing and ring games</p> <p>Being imaginative and expressive:</p> <p>Range 4: Creates rhythmic sounds and movements</p> <p>Range 5: Sings to self and makes up simple songs. Creates sounds to accompany stories</p> <p>Range 4</p> <ul style="list-style-type: none"> - Knows a few familiar songs - Knows that songs can tell a story <p>Range 5</p> <ul style="list-style-type: none"> - Knows a range of simple songs - Knows that songs can be written to tell a story - Knows a few simple songs from memory - Knows that their own ideas, thoughts and feelings can be expressed/shown through music 	<p>Range 4</p> <ul style="list-style-type: none"> - Can sing key parts of songs such as Nursery Rhymes, pop songs, songs from TV programmes and songs from home - Can sing to self while playing and make up simple songs linked to what they are doing <p>Range 5</p> <ul style="list-style-type: none"> - Can sing a range of simple songs from home and school and enjoys singing as part of a group - Can change some words of familiar songs linked to an interest e.g. Humpty Dumpty sat on a tree, twinkle, twinkle little fish etc. - Can sing a few simple, familiar songs from memory, and can use their understanding of how a song is structured to create their own simple songs to tell a story or show their ideas/feelings <i>linked to their interest</i> - Can make up songs linked to experiences 	<p>Song, singing, Nursery rhymes, chorus, jingle, pop song, rhythm, lyrics, perform, solo, duet, artist, story, microphone</p>

1	<p>'Use their voices expressively and creatively by singing songs and speaking chants and rhymes'</p> <ul style="list-style-type: none"> - Knows a range of songs, chants and rhymes. - Understands that there are different types of musical genres/styles and this can determine how a song is performed or sung - Understands that songs have different pitches and can be sung in a high and low voice - Knows that the tempo affects the speed of a song 	<ul style="list-style-type: none"> - Can sing a range of songs, chants and rhymes from memory e.g. Verse/chorus (repeat) - Can use their voices to create sound effects - Can sing the same song in different ways: loud, soft, fast and slow and in different moods. - Can make up a simple song in a group or a class around a relevant topic - Can chant in time and can keep the pulse - Can match a pitch (e.g. when playing G on the chime bars children can match the pitch with their voices) 	<p>Song, singing, Nursery rhymes, jingle, pop song, chant, rhythm ,lyrics, perform, solo, duet, artist, story, microphone, mood, expressive, performance, genre, style, chorus, verse, pitch, choir, steady pulse, call and response</p>
2	<ul style="list-style-type: none"> - Recognises and names a few musical genres and understands that these genres can determine the style of how a song is performed/sung - Understands that songs have different pitches (high/low) and can notice when the pitch changes during the song - Knows that the tempo affects the speed of the song and can identify when the tempo changes in a song 	<ul style="list-style-type: none"> - Can sing songs in different ways to fit a particular genre or mood of music (performing phrases in different ways) - Can sing more complex songs, chants and rhymes from memory e.g. verse 1-chorus-verse 2-chorus-bridge - Can maintain a simple part in a round. - Can create and perform a song individually or in small group linked to a relevant topic - Can clap and chant in time with a steady pulse - Can slide voice upwards in pitch to a high voice and downwards in pitch to a low voice - Can sing songs with an accurate pitch - Can sing songs at different speeds 	<p>Song, singing, Nursery rhymes, jingle, pop song, chant, rhythm ,lyrics, perform, solo, duet, artist, story, microphone, mood, expressive, performance, genre, style, chorus, verse, bridge, high pitch, low pitch, choir, steady pulse, slow, fast, tempo, call and response, singing in a round, match pitch</p>

Title for Block of Teaching: Performing-playing (tuned and un-tuned)

Year Group R	Knowledge	Skills	Vocabulary
	<p>Creating with materials Range 4: • Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <ul style="list-style-type: none"> • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> <p>Range 5:Explores and learns how sounds and movements can be changed</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Being imaginative and expressive:</p> <p>Range 4: Creates rhythmic sounds and movements</p> <p>Range 5: Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <ul style="list-style-type: none"> - Knows that different instruments make different sounds - Knows how to hold and play some basic percussion instruments - Knows how to play some percussion instruments and knows that they make different sounds. - Understands that instruments are used in recorded music 	<p>Range 4:</p> <ul style="list-style-type: none"> - Explores the sounds of some percussion instruments. - Shows control to play and hold instruments to make a sound e.g. triangle in one hand, beater in the other - Uses instruments to add sound effects to stories <p>Range 5:</p> <ul style="list-style-type: none"> - Explores the sounds of some tuned and un-tuned percussion instruments - Can play instruments along to a song - Begins to play along to the beat of the song they are listening to - Begins to play along with the rhythm in music e.g. plays along to the lyrics in the songs they are listening to - Begins to tap the rhythm to words, e.g. tapping the syllables of names/animals and objects - Creates music around a theme e.g. Sounds of winter/ice/snow etc. ELG - Can identify some un-tuned and tuned percussion instruments - Can play instruments along to a song and plays them to fit the music e.g. playing loudly for the louder parts and stopping when the music stops - Attempts to play along to the beat of the song they are listening to - Attempts to play along with the rhythm in music e.g. plays along to the lyrics in the songs they are listening to - Taps the rhythm to words, e.g. tapping the syllables of names/animals and objects - Uses instruments alongside a story and chooses instruments for a purpose e.g. shaker to sound like the rain falling 	<p>Rhythm, instruments: tambourine, drum, cowbell, sleigh bells, claves, maracas, triangle, xylophone, chime bars, tuned, un-tuned, beat, percussion, repeat,</p>

	<ul style="list-style-type: none">- Knows that instruments can be used to make different sound effects		
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1	<p>'Play tuned and un-tuned instruments musically.'</p> <ul style="list-style-type: none"> - Knows the names of a some of tuned instrument- e.g. Chime bars/Glockenspiel/Piano - Knows the names of some un-tuned instruments- e.g. Bongo drum/Maracas - Knows that we can play a simple rhythmic pattern on un-tuned instruments - Understands that un-tuned instruments can be used to keep a steady beat. - Knows that instruments can be played in different ways to change the dynamics of music e.g. hitting the bongo drum hard to create a loud sound and gently to create a soft sound. - Knows that the role of the conductor is to lead a group of musicians e.g. orchestra or a choir. 	<ul style="list-style-type: none"> - Can describe and name some tuned and un-tuned instruments. - Can handle and play a variety of tuned and un-tuned instruments. - Can play/tap out the beat (pulse) with an un-tuned instrument. - Can explore the different ways instruments can be played to make different sounds - Can follow the basic instructions from a conductor e.g. start/stop or loud/quiet in the form of a gesture or a symbol 	<p>Rhythm, instruments: tambourine, drum, cowbell, sleigh bells, claves, maracas, triangle, xylophone, chime bars, piano, castanets, glockenspiel, cymbals, tuned, un-tuned, beat, percussion, repeat, conductor, dynamics (loud, quiet), tempo (fast, slow), pitch (high, low), orchestra, choir, pulse, steady beat</p>
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2	<ul style="list-style-type: none"> - Knows the names of a wide variety of tuned instrument- e.g. Chime bars/Glockenspiel/Piano - Knows the names of wide variety of un-tuned instruments-e.g. Bongo drum/Maracas - Knows that a rhythmic pattern can be played on un-tuned instruments - Understands that un-tuned instruments can be used to keep a steady beat. - Understands that instruments can be played in different ways to change the dynamics of music and that this can affect the mood of the piece of music e.g. playing the xylophone gently and slowly to make the music feel sad. - Knows that the role of the conductor is to lead a group of musicians e.g. orchestra or a choir and helps them to keep in time and play well together 	<ul style="list-style-type: none"> - Can describe, group and name a variety of tuned and un-tuned instruments - Can handle and play a variety of tuned and un-tuned instruments with control - Can play/tap out a simple rhythm on an un-tuned instrument. - Can keep a steady pulse on an un-tuned instrument. - Can play instruments in different ways to change the dynamics of music and can explain why they chose to play an instrument in a certain way e.g. shaking the maracas faster to for an exciting ending - Can respond to some gestures and symbols from the conductor e.g. stop/start, fast/slow, loud/quiet and can be the conductor themselves 	<p>Rhythm, instruments: tambourine, drum, cowbell, sleigh bells, claves, maracas, triangle, xylophone, chime bars, piano, castanets, glockenspiel, cymbals, tuned, un-tuned, beat, percussion, repeat, conductor, dynamics (loud, quiet), tempo (fast, slow), pitch (high, low), orchestra, choir, pulse, steady beat, mood, performance, control, keeping together</p>
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Title for Block of Teaching: Listening

Year Group	Knowledge	Skills	Vocabulary
R	<p>Listening and attention Range 4: Shows interest in play with sounds, songs and rhymes Range 5: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Being imaginative and expressive Range 5: Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></p> <p>Knows that instruments do not all look the same and produce different sounds.</p> <ul style="list-style-type: none"> - Recognises the difference between recorded and live music - Knows that there are different types of music and music can change your mood - Knows that the dynamics can change during a song/piece of music (understands that there are quieter, louder, slower and faster parts to a song) - Knows that there are different sounds all around us 	<p>Range 4</p> <ul style="list-style-type: none"> - Can identify and match an instrument to its sound - Matches music or sound effects to pictures <p>Range 5</p> <ul style="list-style-type: none"> - Notices changes within a piece of music, e.g. “it started quiet then got louder” - Makes associations when listening to music “This music sounds like waves”, “it makes me feel calm, happy - Associates genres and styles of music with characters and stories e.g the scary music with the monster. - Notices and describes changes within a piece of music, e.g. “it started quiet then got louder” - Can listen and identify and name a range of environmental sounds - Anticipates key changes in music e.g. the music will get faster, slower, quieter etc. 	<p>Live music, recorded music, CD player, smart speaker, record, speaker, stage, quiet, loud, fast, slow, environmental sounds, sound effects, genre</p>

1	<p>'Listen with concentration and understanding to a range of high-quality live and recorded music.'</p> <ul style="list-style-type: none"> - Understands the difference between live and recorded music. - Knows that there are different styles and genres of music - Understands that some music was written a long time ago - Knows the type of sound different instruments make (Can recognise that a piano is being played in a piece of music). - Understands that the pulse is the beat in a piece of music 	<ul style="list-style-type: none"> - Can listen with concentration to short excerpts of music from a range of styles, genres and traditions - Can identify some genres of music e.g. jazz, rock etc. - Can identify a range of instruments when listening to recorded music and compare the sounds of two instruments - Can identify the pulse in different pieces of music 	<p>Live music, recorded music, CD player, smart speaker, record, speaker, stage, tempo, fast, dynamics, quiet, loud pitch, high, low, sound effects, genre: rock, jazz, country, classical, pop, gospel, instrumental, pulse, beat</p>
2	<ul style="list-style-type: none"> - Understands and can describe the difference between live and recorded music - Knows that there are different styles and genres of music and understands that these are used across different cultures and traditions - Understands that music changes through history - Knows that the pulse is the beat in a piece of music and understands why it is important to keep a steady pulse 	<ul style="list-style-type: none"> - Can listen with concentration to an entire piece of music from a range of styles, genres and traditions - Can identify and name some genres of music and composers/artists - Can identify and name a variety of instruments from recorded music and describe the sounds - Can tap a steady pulse when listening to a piece of music 	<p>listening, live music, recorded music, CD player, smart speaker, record, speaker, stage, tempo, fast, dynamics, quiet, loud pitch, high, low, sound effects, genre: rock, jazz, country, classical, pop, gospel, instrumental, pulse, beat, composer, styles, traditions</p>

Title for Block of Teaching: Improvising and Experimenting			
Year Group	Knowledge	Skills	Vocabulary

<p>R</p>	<p>Creating with materials Range 4: Creates sounds by rubbing, shaking, tapping, striking or blowing -Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></p> <p>Range 5: Develops an understanding of how to create and use sounds intentionally Explores and learns how sounds and movements can be changed</p> <p>Being imaginative and expressive: Range 4: Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> • Creates rhythmic sounds and movements</p> <p>Range 5: Uses movement and sounds to express experiences, expertise, ideas and feelings• Creates sounds, movements, drawings to accompany stories</p> <ul style="list-style-type: none"> - Understands the words fast, slow, quiet, loud in the context of music - Understands that instruments can be played in different ways e.g. fast, slow, quiet, loud etc. for a particular purpose 	<p>Range 4</p> <ul style="list-style-type: none"> - Begins to tap or clap the pulse to a simple piece of music they are listening to or signing - Physically interprets the sounds of instruments e.g. stamping feet along to the sound of a bass drum - Explores the how to play different percussion instruments <p>Range 5</p> <ul style="list-style-type: none"> - Explores the different sounds percussion instruments make and how they can be played - Physically responds to the tempo and dynamics of music. E.g. moving faster or slower or walking on tiptoes for a quiet part - Can change the tempo and dynamics when playing when playing percussion instruments under simple adult direction e.g. play the drum faster, louder etc. - Can use percussion instruments to re-tell a familiar story as a group 	<p>Clap, stamp, dance, move, beat, pulse, rhythm, loud, quiet, fast, slow, high, low, sound, instruments, explore,</p>
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1	<ul style="list-style-type: none"> - 'Experiment with, create, select and combine sounds using the inter-related dimensions of music'. - Understands that music can be a way of communicating ideas and representing people, objects and places - Knows the terms tempo, pitch, dynamics (loud, quiet) - Knows the importance of self-evaluation to improve performance - Understands that pictures can be used to represent a sound/instrument 	<ul style="list-style-type: none"> - Can create different sounds using body percussion e.g. tapping, clapping and slapping - Can play instruments in a way that changes the dynamics of music e.g. louder, quieter, getting louder, getting quieter - Can play instruments in a way that changes the tempo (speed) of the music - Can change the pitch of a tuned instrument (high and low sounds) - Can create a short sequence of sounds (body percussion or instruments) using symbols as support - Can choose a suitable instrument to represent a character or part of a story (xylophone to represent morning time) - Can suggest parts of their performance they liked and ways to improve it 	Body percussion, experiment, dynamics, tempo, pitch, sequence, represent, improve
2	<ul style="list-style-type: none"> - Understands that music can be a way of communicating ideas and representing people, objects and places. - Knows and understands the terms tempo, pitch, dynamics (loud, quiet) - Knows the importance of self and peer evaluation to improve performance - Understands that symbols/pictures can be used to represent a sound/instrument 	<ul style="list-style-type: none"> - Can create different sounds using body percussion e.g. tapping, clapping and slapping and copy and short sequence of sounds/actions in a group - Can play instruments in a way that changes the dynamics of music e.g. louder, quieter, getting louder, getting quieter - Can play instruments in a way that changes the tempo (speed) of the music - Can change the pitch of a tuned instrument (high and low sounds) - Can explain reasons for changing the dynamics, tempo and pitch in a devised piece of music. - Can create and repeat a short sequence of sounds (body percussion or instruments) using symbols to help - Can choose a suitable instrument to represent a character or part of a story and can explain decision - Can review and evaluate their own and others performances 	Body percussion, experiment, dynamics, tempo, pitch, sequence, represent, improve Review, evaluate, improve

