



# The Mead Infant & Nursery School – Maths Subject Progression Tracker

Music Subject Progression Tracker				
	Nursery	Reception	Year 1	Year 2
Listening	<ul style="list-style-type: none"> <li>• Listens to a wide range of music- music from their homes newly introduced music during the session</li> <li>• Explores and talks about different sound- body percussion, junk, percussion instruments and tuned instruments.</li> <li>• To use words, art, and dance to explore music</li> <li>• Anticipate phrases and actions in rhymes and songs,.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</li> </ul>	<ul style="list-style-type: none"> <li>• *Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</li> <li>• Exploring lyrics by suggesting appropriate actions.</li> <li>• Exploring the story behind the lyrics or music.</li> <li>• Listening to and following a beat using body percussion and instruments.</li> <li>• *Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>• Listening to sounds and matching them to the object or instrument.</li> <li>• *Listening to sounds and identifying high and low pitch.</li> <li>• Listening to and repeating a simple rhythm.</li> <li>• Listening to and repeating simple lyrics.</li> <li>• Understanding that different instruments make different sounds and grouping them accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• *Understanding that different types of sounds are called timbres.</li> <li>• *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> <li>• Listening and responding to other performers by playing as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• *Recognising timbre changes in music they listen to.</li> <li>• Recognising structural features in music they *listen to.</li> <li>• Listening to and recognising instrumentation.</li> <li>• *Beginning to use musical vocabulary to describe music.</li> <li>• Identifying melodies that move in steps.</li> <li>• Listening to and repeating a short, simple melody by ear.</li> <li>• Suggesting improvements to their own and others' work</li> </ul>

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<b>Composing</b>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound makers and instruments and play them in different ways.</li> <li>• Create their own songs, or improvise a song around their own favourite songs and poems.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Merges elements of familiar songs with improvised singing.</li> <li>• Adds sound effects to stories using instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing untuned percussion ‘in time’ with a piece of music.</li> <li>• Selecting classroom objects to use as instruments.</li> <li>• Experimenting with body percussion and vocal sounds to respond to music.</li> <li>• Selecting appropriate instruments to represent action and mood.</li> <li>• Experimenting with playing instruments in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Creating simple melodies using a few notes.</li> <li>• *Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Creating a simple graphic score to represent a composition.</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• *Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• *Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Copy actions for action songs</li> <li>• Enjoy joining in with action and favourite songs and rhymes</li> <li>• enjoys singing songs - nursery rhymes, pop songs, songs from TV programmes, songs from home.</li> <li>• Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</li> <li>• Creates sounds in vocal sound games.</li> <li>• Changes some or all of the words of a song.</li> <li>• Has strong preferences for songs he or she likes to sing and/or listen to</li> </ul>	<ul style="list-style-type: none"> <li>• Using their voices to join in with well-known songs from memory.</li> <li>• Remembering and maintaining their role within a group performance.</li> <li>• Moving to music with instruction to perform actions.</li> <li>• Participating in performances to a small audience.</li> <li>• Stopping and starting playing at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>• Using their voices expressively to speak and chant.</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>• *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>• Performing from graphic notation.</li> </ul>	<ul style="list-style-type: none"> <li>• *Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• *Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>
<p>○ <b>Inter-Related Dimensions of Music</b></p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Pitch</b></p>	<ul style="list-style-type: none"> <li>• Pitch match</li> <li>• Sing melodic shapes (up and down and down and up) in familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that what ‘high’ and ‘low’ notes are.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that pitch means how high or low a note sounds.</li> <li>• To understand that 'tuned' instruments play more than one pitch of notes.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> <li>• To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> </ul>



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Duration	<ul style="list-style-type: none"> <li>Experiments with ways of playing instruments, eg short and long notes</li> <li>Creates own patterns in music making.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that different sounds can be long or short.</li> </ul>	<ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>Experiments with ways of playing instruments, eg. Loud and quiet.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that instruments can be played loudly or softly.</li> </ul>	<ul style="list-style-type: none"> <li>To know that dynamics means how loud or soft a sound is.</li> <li>To understand that sounds can be adapted to change their mood, eg through dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>To know that dynamics can change the effect a sound has on the audience.</li> </ul>
Tempo	<ul style="list-style-type: none"> <li>Moves and dances to music and it's beat</li> <li>Claps or taps to the pulse of the music he or she is listening to.</li> <li>Experiments with ways of playing instruments, eg. Fast and slow</li> </ul>	<ul style="list-style-type: none"> <li>To recognise music that is 'fast' or 'slow'.</li> <li>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the 'pulse' is the steady beat that goes through music.</li> <li>To know that tempo is the speed of the music.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> </ul>
Timbre	<ul style="list-style-type: none"> <li>To explore different sound characters such as tapping a tambourine/shaking a tambourine (timbre).</li> <li>Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different instruments can sound like a particular character.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</li> <li>To know that my voice can create different timbres to help tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>To know that musical instruments can be used to create 'real life' sound effects.</li> <li>To understand an instrument can be matched to an animal noise based on its timbre.</li> </ul>



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<b>Texture</b>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• To know that music often has more than one instrument being played at a time.</li></ul>	<ul style="list-style-type: none"><li>• To know that music has layers called 'texture'.</li></ul>	<ul style="list-style-type: none"><li>• To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li></ul>
<b>Structure</b>	<ul style="list-style-type: none"><li>• Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.</li></ul>	<ul style="list-style-type: none"><li>• To recognise the chorus in a familiar song.</li></ul>	<ul style="list-style-type: none"><li>• To know that a piece of music can have more than one section, eg a verse and a chorus.</li></ul>	<ul style="list-style-type: none"><li>• To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</li></ul>
<b>Notation</b>	<ul style="list-style-type: none"><li>• Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</li><li>• Matches music to pictures/visual resources.</li></ul>	<ul style="list-style-type: none"><li>• To know that signals can tell us when to start or stop playing.</li></ul>	<ul style="list-style-type: none"><li>• To understand that music can be represented by pictures or symbols</li></ul>	<ul style="list-style-type: none"><li>• To know that 'notation' means writing music down so that someone else can play it</li><li>• I know that a graphic score can show a picture of the structure and / or texture of music.</li></ul>