



The Mead Infant and Nursery School- Music Progression Tracker

	Core Skills						
	Listening & Appraise		Understanding Music (interrelated dimensions of music)		Singing		Notation
Nursery Continuous Provision/ input	<ul style="list-style-type: none"> • Listens to a wide range of music- music from their homes newly introduced music during the session • Explores and talks about different sound- body percussion, junk, percussion instruments and tuned instruments. • To use words, art, and dance to explore music • Anticipate phrases and actions in rhymes and songs.. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. • Matches music to pictures/visual resources. 		<ul style="list-style-type: none"> • Moves and dances to music and it's beat • Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. • Claps or taps to the pulse of the music he or she is listening to. • Creates own patterns in music making. • Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). 		<ul style="list-style-type: none"> • Copy actions for action songs • Enjoy joining in with action and favourite songs and rhymes • Pitch match • Sing melodic shapes (up and down and down and up) in familiar songs • enjoys singing songs - nursery rhymes, pop songs, songs from TV programmes, songs from home. • Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. • Creates sounds in vocal sound games. • Changes some or all of the words of a song. • Has strong preferences for songs he or she likes to sing and/or listen to 		Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.
Reception Continuous Provision/ through the day	<ul style="list-style-type: none"> • <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” • <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> 		<ul style="list-style-type: none"> • Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. 		<ul style="list-style-type: none"> • Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. 		Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.
Reception Charanga	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	
	<ul style="list-style-type: none"> • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures 	<ul style="list-style-type: none"> • Explore different ways and movements to find the pulse • Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. • Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Adding a 2-note melody to the rhythm of the words. • Playing with two pitched notes to invent musical patterns. 	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections 	<ul style="list-style-type: none"> • To find your singing voice- simple call and response games with three notes at a time • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. 	
Year One Charanga	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Begin to find and internalise the pulse on their own or with support. • Clap the rhythm of your name, favourite food, favourite colour etc. • Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time. 	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison 	<ul style="list-style-type: none"> • To find your singing voice- more complex call and response games with a large range of notes. • 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. 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.



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Year Two Charanga	<ul style="list-style-type: none">● To know five songs off by heart.● To know some songs have a chorus or a response/answer part.● To know that songs have a musical style.	<ul style="list-style-type: none">● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.● To learn how songs can tell a story or describe an idea.	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● Try to or demonstrate more confidently how they find/feel the pulse.● Clap the rhythm of your name, favourite food, favourite colour etc.● Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs / music.	<ul style="list-style-type: none">● To confidently know and sing five songs from memory.● To know that unison is everyone singing at the same time.● Songs include other ways of using the voice e.g. rapping (spoken word).● To know why we need to warm up our voices	<ul style="list-style-type: none">● To find your singing voice- more complex call and response games with a large range of notes.● 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.	Explore standard notation
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	Playing and Creating							
	Instruments		Improvisation		Composing		Perform	
Nursery – Continuous Provision/ Input	<ul style="list-style-type: none">●Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.<ul style="list-style-type: none">● Explore a range of soundmakers and instruments and play them in different ways.●Create their own songs, or improvise a song around their own favourite songs and poems.<ul style="list-style-type: none">● Play instruments with increasing control to express their feelings and ideas.●Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.<ul style="list-style-type: none">●Merges elements of familiar songs with improvised singing.							
Reception Continuous Provision	<ul style="list-style-type: none">● Explore and engage in music making and dance, performing solo or in groups.● Creates music based on a theme eg creates the sounds of the seaside							
Reception Charanga	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	<ul style="list-style-type: none">● To know that some instruments are tuned and some are un- tuned.	<ul style="list-style-type: none">● To join in and stop where appropriate; following the pulse and rhythm of others or playing on their own.● To explore and improvise music using body percussion, voice and simple instruments●To explore tuned and un tuned instruments to find out about the pulse, rhythm and pitch.●To use <u>chime bars/ octave glockenspiel</u> (when ready) to play improvisations and compositions.	<ul style="list-style-type: none">● To start to learn that improvisation is about making up your own tunes on the spot.● to start to learn when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	<ul style="list-style-type: none">● Explore finding pattern with tuned and un-tuned instruments● Explore tuned instruments through playing the pulse	<ul style="list-style-type: none">● To know that there are many pieces of music that have different styles and moods.	<ul style="list-style-type: none">● To explore through improvisation to create a pattern or sequence of notes	<ul style="list-style-type: none">● A performance is sharing music.	<ul style="list-style-type: none">● Perform any of the nursery rhymes by singing and adding actions or dance.● Perform any nursery rhymes or songs adding a simple instrumental part.● Record the performance to talk about.
Year One	<ul style="list-style-type: none">● Learn the names of the notes in their instrumental part from memory or when written down.● Learn the names of the instruments they are playing	<ul style="list-style-type: none">● Treat instruments carefully and with respect.● Play a tuned instrumental part with the song they perform. (<u>Octave glockenspiel</u>)● 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).● Listen to and follow musical instructions from a leader.	<ul style="list-style-type: none">● Improvisation is about making up your own tunes on the spot.● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<ul style="list-style-type: none">● Everyone can improvise!	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 instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes	<ul style="list-style-type: none">● To know that music has been written since year 1000.● Composing is like writing a story with music.<ul style="list-style-type: none">● Everyone can compose.	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● A performance is sharing music with other people, called an audience.	<ul style="list-style-type: none">● Choose a song they have learnt from the Scheme and perform it.● They can add their ideas to the performance.● Record the performance and say how they were feeling about it.



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Year Two	<ul style="list-style-type: none">● Learn the names of the notes in their instrumental part from memory or when written down.● Know the names of untuned percussion instruments played in class.	<ul style="list-style-type: none">● Treat instruments carefully and with respect.● Learn to play a tuned instrumental (<u>2 octave glockenspiel</u>) part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).● Play the part in time with the steady pulse.● Listen to and follow musical instructions from a leader.	<ul style="list-style-type: none">● Improvisation is making up your own tunes on the spot.● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.● Everyone can improvise, and you can use one or two notes	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 instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one, two or three notes.	<ul style="list-style-type: none">● To know that music has been written since year 1000.● Composing is like writing a story with music.● Everyone can compose.	<ul style="list-style-type: none">● Help create three simple melodies with the Units using one, three or five different notes.● Learn how the notes of the composition can be written down and changed if necessary.	<ul style="list-style-type: none">● A performance is sharing music with an audience.● A performance can be a special occasion and involve a class, a year group or a whole school.● An audience can include your parents and friends.	<ul style="list-style-type: none">● Choose a song they have learnt from the Scheme and perform it.● They can add their ideas to the performance.● Record the performance and say how they were feeling about it.
	<p>Inter-related dimensions of music</p> <ul style="list-style-type: none">• PULSE: the steady beat of a piece of a piece of music• PITCH: the melody and the way the notes change from low to high and vice versa.• RHYTHM: or duration is the pattern of long and short sounds in a piece of music• DYNAMICS: Loud and soft• TEMPO: Fast and slow• TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)• TEXTURE: Layers of sound (number of instruments or voices playing together)• STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.							