

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

Music is explored in the continuous provision and through topics, interests and emotions in the Early Years. Complimenting this, Reception also enjoy music lessons once a week through the Charanga scheme of work. Year One and Two also follow this scheme.

Ofsted are quoted “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Nursery All aspects to be explored through continuous provision/ teacher led activities	Black- music development matters <b>Red- Development matters 2021</b>		Reception	Year 1	Year 2
Hearing and 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>● (0-3) ● Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</li> <li>● (3-4) ● Listen with increased attention to sounds.</li> <li>● Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	Listen and Respond/ Listen and appraise Knowledge	<ul style="list-style-type: none"> <li>● To know twenty nursery rhymes off by heart.</li> <li>● To know the stories of some of the nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul>
		Listen and Respond / Listen and appraise Skills	<ul style="list-style-type: none"> <li>● To learn that music can touch your feelings.</li> <li>● To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> <li>● Responds physically or verbally to music- eg. ‘This sounds like a dinosaur’</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</li> </ul>				
Moving and Dancing	<p><b>(0-3) ● Moves and dances to music</b></p> <ul style="list-style-type: none"> <li>● Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone.</li> <li>● Claps or taps to the pulse of the music he or she is listening to. ☑ Claps or taps to the pulse of the song he or she is singing</li> </ul>	Explore and create (Musical activities) Knowledge	<ul style="list-style-type: none"> <li>● To know that we can move with the pulse of the music.</li> <li>● To know that the words of songs can tell stories and paint pictures</li> </ul>	<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>
		Explore and create (Musical activities) Skills	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p> <ul style="list-style-type: none"> <li>● Find the <b>pulse</b> by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>● Copycat <b>Rhythm</b>- Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>● High and Low <b>Pitch</b> Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>● Create Your Own Sounds Invent a pattern using one</li> </ul>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p> <ul style="list-style-type: none"> <li>● Game 1 – Have Fun Finding The <b>Pulse</b>! Find the pulse. Choose an animal and find the pulse</li> <li>● Game 2 – <b>Rhythm</b> Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>● Game 3 – <b>Rhythm</b> Copy Back, Your Turn Create rhythms for others to copy</li> <li>● Game 4 – <b>Pitch</b> Copy Back and Vocal Warm-up 1</li> </ul>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p> <ul style="list-style-type: none"> <li>● Game 1 – Have Fun Finding the Pulse! Find the <b>pulse</b>. Choose an animal and find the pulse.</li> <li>● Game 2 – <b>Rhythm</b> 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.</li> <li>● Game 3 – <b>Rhythm</b> Copy Back, Your Turn <b>Create rhythms</b> for others to copy.</li> <li>● Game 4 – Pitch Copy Back and Vocal Warm-up 1</li> </ul>

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			<p>pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <ul style="list-style-type: none"> <li>● Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</li> </ul>	<p>Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</p> <ul style="list-style-type: none"> <li>● Game 4a – Pitch Copy Back and Vocal Warm-up 2</li> </ul> <p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</p> <ul style="list-style-type: none"> <li>● Game 4a – Pitch Copy Back and Vocal Warm-up 2</li> </ul> <p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>
Vocalising and Singing	<ul style="list-style-type: none"> <li>● (0-3) Copy actions for action songs</li> <li>● Enjoy joining in with action and favourite songs and rhymes</li> <li>● Pitch match</li> <li>● Sing melodic shapes (up and down and down and up) in familiar songs</li> </ul> <p>30-50- enjoys singing songs - nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <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> <li>● Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</li> <li>● Merges elements of familiar songs with improvised singing. ☐</li> <li>● Creates sounds in vocal sound games.</li> </ul>	Singing Knowledge	<ul style="list-style-type: none"> <li>● To sing or rap nursery rhymes and simple songs from memory.</li> <li>● Songs have sections</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently sing or rap five songs from memory and sing them in unison.</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices</li> </ul>

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	<ul style="list-style-type: none"> <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>				
		Singing Skills	<ul style="list-style-type: none"> <li>• To find your singing voice- simple call and response games with three notes at a time</li> <li>• To sing along with a pre-recorded song and add actions.</li> <li>• To sing along with the backing track.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• To find your singing voice- more complex call and response games with a large range of notes.</li> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To find your singing voice- more complex call and response games with a large range of notes.</li> <li>• Learn about voices singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>
		Playing Knowledge	<ul style="list-style-type: none"> <li>• To know that some instruments are tuned and some are un-tuned.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the names of untuned percussion instruments played in class.</li> </ul>
		Playing Skills	<ul style="list-style-type: none"> <li>• To join in and stop where appropriate; following the pulse and rhythm of others or playing on their own.</li> <li>• To explore and improvise music using body percussion, voice and simple instruments</li> <li>• To explore tuned and un tuned instruments to find out about the pulse, rhythm and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform. (<u>Octave glockenspiel</u>)</li> <li>• 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).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• 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).</li> <li>• Play the part in time with the steady pulse.</li> </ul>

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			<ul style="list-style-type: none"> <li>● To use <u>chime bars/ octave glockenspiel</u> (when ready) to play improvisations and compositions.</li> </ul>		<ul style="list-style-type: none"> <li>● Listen to and follow musical instructions from a leader.</li> </ul>
Exploring and Playing	<p>(0-3) ● Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.</p> <ul style="list-style-type: none"> <li>● Explore a range of soundmakers and instruments and play them in different ways.</li> </ul> <p>(3-4) ● Create their own songs, or improvise a song around their own favourite songs and poems.</p> <ul style="list-style-type: none"> <li>● Play instruments with increasing control to express their feelings and ideas.</li> </ul>	Improvisation Knowledge	<ul style="list-style-type: none"> <li>● To start to learn that improvisation is about making up your own tunes on the spot.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise!</li> </ul>	<ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise, and you can use one or two notes</li> </ul>
		Improvisation Skills	<p><b>Create your own sound using instruments</b></p> <ul style="list-style-type: none"> <li>● Explore finding pattern with tuned and un-tuned instruments</li> <li>● Explore tuned instruments through playing the pulse</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>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.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes</li> </ol>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>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.</li> <li>3. Improvise! – Take it in turns to improvise using one, two or three notes.</li> </ol>
		Composition Knowledge	<ul style="list-style-type: none"> <li>● To know that there are many pieces of music that have different styles and moods.</li> </ul>	<ul style="list-style-type: none"> <li>● To know that music has been written since year 1000.</li> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>● To know that music has been written since year 1000.</li> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul>

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		Composition Skills	<ul style="list-style-type: none"> <li>● To explore through improvisation to create a pattern or sequence of notes</li> </ul>	<ul style="list-style-type: none"> <li>● Help to create a simple melody using one, two or three notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
		Share and Perform / Performance Knowledge	<ul style="list-style-type: none"> <li>● A performance is sharing music.</li> </ul>	<ul style="list-style-type: none"> <li>● A performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● An audience can include your parents and friends.</li> </ul>
		Share and perform/ Performance Skills	<ul style="list-style-type: none"> <li>● Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>● Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>● Record the performance to talk about.</li> <li>● Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Choose a song they have learnt from the Scheme and perform it.</li> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● An audience can include your parents and friends.</li> </ul>

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