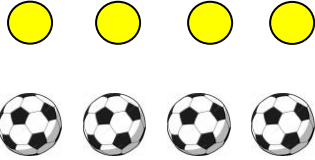
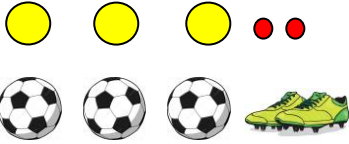





Saint Margaret Mary's Catholic Infant School

Music Progression

Nursery	Reception	Skills	Year 1	Year 2
<p><i>Children listen to a range of musical pieces of different genres, cultures and live/recorded music.</i></p> <p>Children listen with increased attention to sounds.</p> <p>Children respond to what they have heard, expressing their thoughts and feelings.</p>	<p><i>Children listen to a range of musical pieces of different genres, cultures and live/recorded music.</i></p> <p>Children listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Children learn rhymes, poems and songs.</p> <p>Children listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p align="center"><b>Listening and Appraising</b></p>	<p><i>Children listen to a range of musical pieces of different genres, cultures and live/recorded music.</i></p> <p>Children use key vocabulary to appraise musical pieces: Pulse Rhythm Pitch Dynamics Duration Timbre</p>	<p><i>Children listen to a range of musical pieces of different genres, cultures and live/recorded music.</i></p> <p>Children use key vocabulary to appraise musical pieces: Beat Pulse Rhythm Pitch Dynamics Duration Tempo Texture Structure Timbre</p>
<p>Children begin to sing the pitch of a tone sung by another person (pitch match).</p>	<p>Children beginning to sing with increasing accuracy the pitch of a tone sung by another person (pitch match).</p> <p>Children confidently improvise a song around one they know.</p>		<p align="center"><b>Following Rhythmic Patterns and Improvisation</b></p>	<p>Children begin to clap back and improvise rhythms.</p> <p>Children begin to listen and sing back rhythms.</p>
<p>Children recognise one beat with a picture or colour.</p>  <p>Children follow and say the repeated pattern e.g. red, red, blue, red.</p>	<p>Children recognise one beat with a picture or colour and recognise two half beats with two pictures or two colours.</p>  <p>Children follow and say the repeated pattern using 'tar' for one picture/colour and 'tee-tee' for two pictures/colours.</p> 	<p align="center"><b>Reading notation</b></p>		<p>Children recognise stick notation using  for a one beat and  for two half beats.</p> <p>Children recognise a rest in music by using an underscore (____).</p> <p>Children know the time measurement for stick notation and one beat rest.</p> <p>Children recognise 'tar' for one beat, 'tee-tee' for 2 half beats and an underscore for a one beat rest.</p>

	tar tar tar tee-tee		 tar tar rest tee-tee	crochet rest.  tar tar rest tee-tee
<p>Children use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Children create their own songs around one they know.</p>	<p>Children explore and engage in music making and dance and performing in a solo or in groups.</p> <p>Children combine different movements with ease and fluency.</p> <p>Children explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children create collaboratively, sharing ideas, resources and skills.</p>	<b>Composing</b>	<p>Children use stick notation using one   for a one beat and 2  for two half beats. Children use an underscore for a one beat rest.</p> <p>Children use 'tar' for one beat, 'tee-tee' for 2 half beats and a stop hand gesture for a one beat rest.</p> <p>Children use key vocabulary/ inter-related dimensions within their composition.</p> <p>Children begin to compose using tuned and un-tuned instruments.</p>	<p>Children use 1 crochet for one beat and 2 quavers  for two half beats.</p> <p>Children use a crochet rest. </p> <p>Children use 'tar' for 1 crochet, 'tee-tee' for 2 quavers and a crochet rest.</p> <p>Children use key vocabulary/ inter-related dimensions within their composition.</p> <p>Children confidently compose using tuned and un-tuned instruments.</p>
<p>Children sing a large repertoire of songs.</p> <p>Children remember and sing entire songs e.g. nursery rhymes, number songs etc...</p> <p>Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children play instruments with increasing control to express their feelings and ideas.</p>	<p>Children sing in a group or on their own, increasing matching the pitch and following the melody.</p> <p>Children sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music.</p> <p>Children return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<b>Performing</b>	<p>Children begin to find and play along to a steady pulse.</p> <p>Children can sing songs with either verses or choruses.</p> <p>Children begin to perform using tuned and un-tuned instruments.</p>	<p>Children confidently find and play along to a steady pulse.</p> <p>Children can sing songs with both verses and choruses.</p> <p>Children can confidently perform using tuned and un-tuned instruments.</p>
<p>Rhyme</p> <p>Song</p> <p>High and low sounds</p>	<p><i>Nursery plus...</i></p> <p>Stories</p> <p>Poems</p>	<b>Key Vocabulary</b>	<p><i>EYFS plus...</i></p> <p>Pulse</p> <p>Rhythm</p>	<p><i>Year 1 plus...</i></p> <p>Beat</p> <p>Tempo</p>

Fast and slow speed Pulse	Rhythm Melody Performance Loud and quiet sounds Emotion Pattern		Pitch Dynamics Duration Tuned and un-tuned instruments Tar, tee-tee and rest	Texture Structure Crochet, quaver and crochet rest Instrumental families: percussion, brass, woodwind and string
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