

## Music Concept Progression Document - 2022 2023

Words that are highlighted in red are specified through the Music Specifics Document. Words that are highlighted in green are defined and explained through the Music Term Dictionary.

Theme	How does this look in Nursery?	How does this look in Reception?	How does this look in Year 1?	How does this look in Year 2?
Listen	<ul style="list-style-type: none"> <li>Listening to sounds in their <b>environments</b> and joining in with repeated refrains in <b>stories, songs and rhymes</b></li> <li>Developing their concentration and attention when listening to others</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the origin of a sound and whether this has come from near or far</li> <li>Associating some sounds with the sounds that <b>instruments</b> make</li> </ul>	<ul style="list-style-type: none"> <li>Listening to the <b>beat</b> of music and clapping or moving in time</li> <li>Comparing different musical pieces, saying how they are different and similar and how the mood can change within a piece of music and how this might make them feel and respond to this through movement, dance and art</li> <li>Listening for when to come in and stop when signing or performing (coming in after and introduction)</li> <li>Identifying the <b>chorus and verse</b> in pieces of music</li> <li>Matching <b>instruments'</b> sounds to <b>instruments'</b> names with greater accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Naming some <b>genres</b> of music and learning about music styles from <b>different places/ traditions</b></li> <li>Listening to identify changes in <b>pitch, tempo and dynamics</b></li> </ul>
Compose	<ul style="list-style-type: none"> <li>Experimenting with making sounds using their <b>bodies</b> and in their <b>environment</b> and adding these sounds to their play and stories</li> <li>Selecting and choosing <b>instruments</b> to respond to stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Selecting <b>resources to musical instruments</b> independently and making music in a variety of different ways e.g. with their voice and with objects in the <b>environment</b></li> <li>Selecting <b>instruments</b> and creating 'moods' and creating patterns in their music</li> </ul>	<ul style="list-style-type: none"> <li>Learning about and experimenting with <b>pitch, duration, tempo and dynamics</b></li> <li>Creating <b>rhythmic patterns</b></li> <li>Choosing sounds to represent feelings, thoughts and moods</li> </ul>	<ul style="list-style-type: none"> <li>Replacing a line in a familiar song by adding different <b>lyrics</b></li> <li>Creating and combining sounds to respond to different media e.g. art work, to fill a gap in a piece of music/song</li> <li><b>Improvising</b> music and varying it in <b>pitch, tempo and dynamics</b> to accompany a story, reflecting the mood with the instruments they use</li> <li>Creating a basic <b>music map</b> and inventing <b>pictorial notation</b></li> <li>Creating music for a purpose and adding words, where necessary</li> </ul>
Perform	<ul style="list-style-type: none"> <li>Joining in with singing <b>familiar songs and nursery rhymes</b>, in time with one another</li> <li>Participating in <b>body percussion</b> and attempting to play <b>instruments</b></li> <li>Recreating sounds, including imitating simple sound</li> </ul>	<ul style="list-style-type: none"> <li>Express feeling through music e.g. facial expression</li> <li>Creating sounds, music and drawings to accompany stories</li> <li>Repeating patterns and imitating simple music patterns using their bodies and <b>instruments</b> with</li> </ul>	<ul style="list-style-type: none"> <li>Confidently singing and chanting together, keeping a steady beat, showing control over their breathing and conveying different moods</li> <li>Match the <b>pitch</b> that they are singing at to the <b>pitch</b> of the song</li> <li>Playing in time with a steady <b>beat</b> using <b>instruments</b></li> </ul>	<ul style="list-style-type: none"> <li>Following simple <b>music maps</b> to play a <b>rhythm</b></li> <li>Singing with increased skill and control over clarity of words, <b>tempo, dynamics and pitch</b></li> <li>Playing <b>instruments</b> with control, getting louder and faster, where necessary</li> </ul>

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	<p>patterns/rhythms and joining in with eco songs</p> <ul style="list-style-type: none"> <li>Showing an awareness of when to stop and start by watching <b>actions and signals</b></li> <li>Performing in small groups, in front of others, remembering some songs by heart</li> </ul>	<p>increasing accuracy for sustained amounts of time</p> <ul style="list-style-type: none"> <li>Performing alongside others considering turn taking and joining in together</li> </ul>	<ul style="list-style-type: none"> <li>Performing a <b>round</b>, knowing when to stop and start</li> </ul>	<ul style="list-style-type: none"> <li>Thinking of their own actions to accompany songs</li> <li>Participating fully in larger groups e.g. to the class or in a year group performance, showing an increased awareness of the audience</li> <li>Leading others in performances and performing from a <b>simple graphic music map</b></li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>Talking about what they like and dislike, sharing what their favourite songs are</li> <li>Responding physically to music e.g. moving their bodies</li> </ul>	<ul style="list-style-type: none"> <li>Saying how they can make their own music better next time and evaluating their own and others' next steps</li> <li>Talking about how music makes them feel and explaining why</li> <li>Evaluating the effect the music has on an audience</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that music can change your mood and how this can be helpful and unhelpful to people</li> <li>Reviewing what they have done, linking it to their feelings and taking on board feedback from others and make adaptations as necessary</li> <li>Suggesting where and when they might hear a piece of music</li> <li>Considering what effect the music may have on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Making annotations on their music map</li> <li>Listening to music to discuss where and when it may be heard using <b>musical vocabulary</b></li> </ul>
Theoretical knowledge	<ul style="list-style-type: none"> <li>Naming some musical <b>instruments</b></li> <li>Experimenting with sounds, making them louder, quieter, faster and slower</li> </ul>	<ul style="list-style-type: none"> <li>Exploring changes to sounds</li> <li>Learning about the <b>beat</b>, showing an awareness that it is a steady sound that stays the same</li> <li>Exploring high and low, fast and slow, loud and quiet sounds</li> <li>Naming a wider variety of <b>instruments</b> accurately</li> <li>Learning what the audience do</li> <li>Identifying a <b>chorus and verse</b></li> </ul>	<ul style="list-style-type: none"> <li>Building on the work done in Reception and learning how the <b>beat and rhythm</b> are different</li> <li>Learning about <b>tempo, pitch, dynamics</b> the importance of breathing when signing</li> <li>Following <b>hand signals</b> for louder, quieter, longer and shorter</li> <li>Learning what a '<b>round</b>' is and the role of a conductor</li> </ul>	<ul style="list-style-type: none"> <li>Learning about different ways in which instruments are played and how they can be sorted e.g. <b>struck, plucked</b> and sorting instruments</li> <li>Learning that musicians read music</li> <li>Knowing that a tuned <b>instrument</b> can produce notes of different <b>pitches</b> and learning how to play 2 notes on a tuned instrument</li> <li>Taught about what <b>duration</b> means and experimenting with this in their music</li> </ul>