

Year	Progression of Music at Tweseldown Infant School	National Curriculum Requirements
R	<p>Autumn 2 Milestone 7</p> <p>Play instruments with increasing control to express their feelings and ideas Remember and sing entire songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings Use drawing to represent ideas like movement or loud noises.</p> <p>Explore performing with different instruments.</p> <p>Spring</p> <p>Milestone 7</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Move in time to the pattern of a song (rhythm) Sing and play an instrument along with a song Share their ideas and perform their work to others with adult support</p> <p>Summer</p> <p>Milestone 7</p> <p>Children will be able to explore and engage in music making and dance, performing solo or in groups.</p>	<p>EYFS ELG</p> <p>They sing a range of well-known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>
1	<ol style="list-style-type: none"> 1. Singing: Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory. 2. Playing: Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand. 3. Rehearsing and performing: Sing and play in time and follow a range of simple directions including ideas about how to improve 4. Notating: Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions. 5. Listening and responding: Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel. 6. Describing and discussing: Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions 	<p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
2	<ol style="list-style-type: none"> 1. Singing: Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments. 2. Playing: Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent. 3. Rehearsing and performing: Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve. 4. Notating: Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch. 5. Listening and responding: Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas. 	<p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using

	<p>6. Describing and discussing: Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>	<p>the inter-related dimensions of music.</p>
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Year	Examples
R	<p>Singing: Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction.</p> <p>Playing: Play with some control of technique copying simple patterns and keeping a steady beat</p> <p>Rehearsing and performing: Follow leader's directions for rehearsing and performing</p> <p>Notating: Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds</p> <p>Listening and responding: Listen to a variety of sounds and music and respond through practical activity including dance, movement, art, IT and games.</p> <p>Describing and discussing: Spend time sharing ideas and thoughts using key words to express ideas</p>
1	<p>Singing Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making.</p> <p>Playing: Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/ contrasts.</p> <p>Rehearsing and performing: Practise singing and playing to be the best it can be.</p> <p>Notating: Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing.</p> <p>Listening and responding: Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms recognising the emotional impact.</p> <p>Describing and discussing: Spend time talking about music heard, performed and created to share opinions and focus thinking using key words</p>
2	<p>Singing: Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making.</p> <p>Playing: Play with greater accuracy and control being aware of your own sound and your own sound within a group</p>

Rehearsing and performing: Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating.

Notating: Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing.

Listening and responding: Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms.

Describing and discussing Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words