

Year	Progression of Music at Tweseldown Infant School	National Curriculum Requirements
R	<p><b>Autumn 2</b> 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><b>Spring</b></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><b>Summer</b></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><b>EYFS ELG</b></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"> <li>1. <b>Singing:</b> Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory.</li> <li>2. <b>Playing:</b> 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.</li> <li>3. <b>Rehearsing and performing:</b> Sing and play in time and follow a range of simple directions including ideas about how to improve</li> <li>4. <b>Notating:</b> Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions.</li> <li>5. <b>Listening and responding:</b> Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel.</li> <li>6. <b>Describing and discussing:</b> Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</li> </ol>	<p><b>Key stage 1</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
2	<ol style="list-style-type: none"> <li>1. <b>Singing:</b> 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.</li> <li>2. <b>Playing:</b> Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent.</li> <li>3. <b>Rehearsing and performing:</b> Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.</li> <li>4. <b>Notating:</b> Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch.</li> <li>5. <b>Listening and responding:</b> Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas.</li> </ol>	<p><b>Key stage 1</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using</li> </ul>

	<p>6. <b>Describing and discussing:</b> 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><b>Singing:</b> Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction.</p> <p><b>Playing:</b> Play with some control of technique copying simple patterns and keeping a steady beat</p> <p><b>Rehearsing and performing:</b> Follow leader's directions for rehearsing and performing</p> <p><b>Notating:</b> Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds</p> <p><b>Listening and responding:</b> Listen to a variety of sounds and music and respond through practical activity including dance, movement, art, IT and games.</p> <p><b>Describing and discussing:</b> Spend time sharing ideas and thoughts using key words to express ideas</p>
1	<p><b>Singing</b> Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making.</p> <p><b>Playing:</b> Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/ contrasts.</p> <p><b>Rehearsing and performing:</b> Practise singing and playing to be the best it can be.</p> <p><b>Notating:</b> Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing.</p> <p><b>Listening and responding:</b> 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><b>Describing and discussing:</b> Spend time talking about music heard, performed and created to share opinions and focus thinking using key words</p>
2	<p><b>Singing:</b> Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making.</p> <p><b>Playing:</b> 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