

Lowe's Wong Infant School

Music Progression Document



Key Area	Foundation 1	Foundation 2	Year 1	Year 2
Listen and Appraise	<p>Know how to listen with increased attention to sounds.</p> <p>Know how to respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Know how to sing twenty nursery rhymes off by heart.</p> <p>Know that some nursery rhymes tell a story.</p> <p>Know that music can touch your feelings.</p> <p>Know how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>Know how to recognise the sound and names of some of the instruments they use.</p> <p>Know how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Know how to sing five songs off by heart.</p> <p>Know how to discuss what songs are about.</p>	<p>Know that some songs have a chorus or a response/answer part.</p> <p>Know how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Know how to sing five songs off by heart.</p> <p>Know how to discuss what songs are about.</p>
Games	<p>Know that own songs can be created or how to improvise a song around a known song.</p>	<p>Know that the pulse is a steady beat.</p> <p>Know that we can move with the pulse of the music.</p> <p>Know that the words of songs can tell stories and paint pictures.</p> <p>Know how to clap syllables to simple words.</p>	<p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know how to use pulse, rhythm and pitch when playing musical games. (Year 1 Games Skills)</p> <p>Know that music has a steady pulse, like a heartbeat.</p>	<p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know how to use pulse, rhythm and pitch when playing musical games. (Year 2 Games)</p> <p>Know that rhythms are different from the steady pulse.</p>

				Know that we add high and low sounds, pitch, when we sing and play our instruments.
Singing	Know how to sing favourite songs.	<p>Know how to sing or rap nursery rhymes and simple songs from memory.</p> <p>Know that they can use their voice to explore pitch (high and low).</p> <p>Know that songs have sections.</p> <p>Know how to sing along with a prerecorded song and add actions.</p> <p>Know how to sing along with the backing track.</p>	<p>Know how to start and stop singing when following a leader.</p> <p>Know how to confidently sing five songs from memory.</p> <p>Know that voices can be used for singing notes of different pitches (high and low).</p> <p>Know that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p>	<p>Know that unison is everyone singing at the same time.</p> <p>Know why we need to warm up our voices.</p> <p>Know how to find a comfortable singing position.</p> <p>Know how to start and stop singing when following a leader</p> <p>Know and sing five songs from memory.</p> <p>Know that songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>Know how to use their voice to sing notes of different pitches (high and low).</p> <p>Know how they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p>
Playing	Know how to explore and engage in music making.	Know that they can use instruments to explore pitch (high and low).	<p>Know how to name the notes in their instrumental part from memory or when written down.</p> <p>Know how to listen to and follow musical instructions from a leader.</p> <p>Know how to treat instruments carefully and with respect.</p>	<p>Know how to name untuned percussion instruments that are played in class.</p> <p>Know how to treat instruments carefully and with respect.</p> <p>Know how to listen to and follow musical instructions from a leader.</p>

			<p>Know how to name the notes in their instrumental part from memory or when written down.</p> <p>Know how to play a tuned instrumental part with the song they perform.</p> <p>Know how 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).</p>	<p>Know the names of the notes in their instrumental part from memory or when written down.</p> <p>Know how to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Know how to play the part in time with the steady pulse.</p>
Improvisation	Know how to improvise a song around one they know.	Know how to create their own songs or improvise a song around one they know.	<p>Know that improvisation is about making up your own tunes on the spot.</p> <p>Know how to improvise. (Using the three challenges.)</p> <p>Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Know that everyone can improvise and you can use one or two notes.</p>	<p>Know that improvisation is making up your own tunes on the spot.</p> <p>Know how to improvise using the three challenges.</p> <p>Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Know that everyone can improvise, and you can use one or two notes.</p> <p>Know how to improvise using the three challenges.</p>
Composition	Know how to explore and engage in music making.	Know how to explore and engage in music making, performing solo or in groups.	<p>Know that everyone can compose.</p> <p>Know how to create a simple melody using one, two or three notes.</p>	<p>Know that everyone can compose.</p> <p>Know how to create a simple melody using one, two or three or five notes.</p>

			<p>Know that composing is like writing a story with music.</p> <p>Know how the notes of the composition can be written down and changed if necessary.</p>	<p>Know that composing is like writing a story with music.</p> <p>Know how the notes of the composition can be written down and changed if necessary.</p>
Performance	<p>Know how to create sounds by banging, shaking, tapping or blowing.</p>	<p>Know how to perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Know how to choose a song they have learnt and perform it.</p> <p>Know how to record their performance and say how they were feeling about it.</p> <p>Know that a performance is sharing music with other people, called an audience.</p> <p>Know how they can add their ideas to the performance.</p>	<p>Know that an audience can include your parents and friends.</p> <p>Know how they can add their ideas to the performance.</p> <p>Know that a performance is sharing music with an audience.</p> <p>Know that a performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>Know how to choose a song they have learnt from the scheme and perform it.</p> <p>Know they can respond to a performance to say how they were feeling about it.</p>
Key Vocabulary	<p>Listen, sing, bang, shake, tap, blow.</p>	<p>Nursery rhyme, song, pulse, story, rap, perform, move.</p>	<p>Instruments, steady pulse, pitch, high, low, rhythm, memory, improvise, compose, audience.</p>	<p>Chorus, response/ answer part, musical style, unison, one-note part, a simple part, medium part, melody, composition, performance, respond.</p>