



**Elmsleigh Infant and Nursery School
Progression Document
Music**

Skills

Knowledge

		Core Skills				
Understanding Music Musicianship: Understanding music		Listening: Appraisal	Singing	Playing instruments / notation	Improvisation	Composition
Nursery	To know how to look after instruments.	Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD)	Remember and sing entire songs. (EAD)	Play instruments with increasing control to express their feelings and ideas. (EAD) To know the names of the instruments: drum, maracas, bells and tambourine. To recognise instruments.		To create rhythmic patterns by following pictures indicated. To follow instructions
Rec	To notice differences between styles of music.	To move in time with music. (EAD) To listen attentively. (CL) To express their ideas and feelings using full sentences. (CL) To feel the pulse in a piece of music.	Sing a range of well-known nursery rhymes and songs. (EAD)	To know how to play instruments correctly. To sort instruments according to their type. To know the names of the instruments: triangle, wooden sounder, castanets and a beater. To know that instruments make different sounds.		To create their own rhythmic patterns using pictures.
Year 1	To know the meaning of the words 'higher' and 'lower' in a musical context. To know the words 'faster' and 'slower' in a musical context.	To respond to a piece of music with appropriate comments and questions. To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like.	Sing songs from memory. Sing in unison. To know that it is better to stand to sing.	To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.	To improvise using the voice or an instrument.	To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies.
Year 2	To know the meaning of the words 'shorter' and 'longer' in a musical context. To know the word 'tempo'. To know the word 'pitch'.	To notice when the sound of the music changes (for example, chorus/verse). To talk about how music makes you feel. To know the features of marching band, rock and calypso music. To know what steel drums, bass guitar and trumpet look and sound like.	Sing to communicate the meaning of the words. Sing a simple round. Follow the leader or conductor. To demonstrate a good singing posture.	To draw/use symbols to represent long and short sounds. To experiment with short and long notes. To recognise music notation on a stave of five lines.	To understand the word 'improvise'. To create a musical conversation with a partner using the voice or an instrument.	To understand the word 'compose'. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation.
Next steps:	To know the key of C major. To know the time signature of 4/4. To know crochets and their rests.	To know what a chorus is and its purpose. To share thoughts and feelings about a piece of music. To know the features of musicals and baroque music. To know what a harpsichord and flute look and sound like.	Sing with attention to clear diction. Sing a solo. To know what a good singing posture is.	To know what crochets and their rests look like and what they mean. To read and respond to crochets and their rests. To know what a 'stave' is.	To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end.	To create a melody that has a beginning, middle and end. To create a simple melody using crochets and their rests.